ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001484	N.A.	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S):
Bureau of Community Education

5. TITLE OF DOCUMENT ABSTRACTED:
Conducting a Program of Basic Education With Adults

6. PUBLICATION TITLE:
Curriculum Bulletin 1964-65 Series, no.17

MICROFILM COPY AVAILABLE YES ☐ NO ☐

COPYRIGHT GRANTED YES ☒ NO ☐

COPYRIGHT RELEASE FILED YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☐
FOLLOW-UP ☐

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Board of Edu. of the City of New York
ST. 110 Livingston St.
CITY, STATE Brooklyn, NY 11201
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
Board of Education of the City of New York

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	65	86

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
discussion

16. INDEXING TERMS (6-12)

course outlines	motivational techniques			
teaching aids	teaching aids			
adult education	social studies			

17. ABSTRACT (MAX. 250 WORDS)

Material is presented to serve as a means of helping teachers to motivate and guide English speaking, under-educated adults towards greater aspirational fulfillment. The basic skills are taught with respect to the needs, interest and experience of the students. Social studies and elementary science understanding provide the contextual background for the literacy teaching. Detailed techniques and course outlines are presented for beginning through advanced levels. Teaching aids such as audio-visual material and reading machines are included in some teaching sequences.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ED001484

Dizbold

Conducting a Program of Basic Education with Adults

FUNDAMENTAL ADULT EDUCATION SERIES

Board of Education • City of New York

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Copies of this publication may be purchased from: Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, N. Y. 11201. Checks should be made payable to: Auditor, Board of Education. Price: $1.00

ED00 1484

Curriculum Bulletin • 1964-65 Series • No. 17

Conducting a Program of Basic Education with Adults

Board of Education of the City of New York

BOARD OF EDUCATION

JAMES B. DONOVAN, *President*
LLOYD K. GARRISON, *Vice-President*

JOSEPH G. BARKAN
AARON BROWN
THOMAS C. BURKE
ALFRED A. GIARDINO
MORRIS IUSHEWITZ
CLARENCE SENIOR
MRS. ROSE SHAPIRO

Superintendent of Schools
CALVIN E. GROSS

Executive Deputy Superintendent of Schools
BERNARD E. DONOVAN

Deputy Superintendents of Schools
FREDERICK W. HILL
JOHN B. KING
JOSEPH O. LORETAN

Superintendent of Design, Construction and Physical Plant
EUGENE E. HULT

DEPUTY SUPERINTENDENT'S CABINET
CURRICULUM DEVELOPMENT AND COORDINATION

JOSEPH O. LORETAN, *Chairman*

CLARE C. BALDWIN
WILLIAM H. BRISTOW
SARAH A. CAMERON
JOHN B. KING
RICHARD M. LUBELL
CARMELLA NESI
JACOB H. SHACK
SHELLEY UMANS
FREDERICK H. WILLIAMS

COPYRIGHT 1965
BY THE BOARD OF EDUCATION OF THE CITY OF NEW YORK

Application for permission to reprint any section of this material should be made to the Superintendent of Schools, 110 Livingston Street, Brooklyn N. Y. 11201. Reprint of any section of this material shall carry the line, "Reprinted from (title of publication) by permission of the Board of Education of the City of New York."

FOREWORD

Adult Basic Education is the second in the new series of Fundamental Adult Education publications. It is planned as a means of helping teachers to motivate and guide native under-educated adults towards greater aspirational fulfillment.

The expanding frontiers of knowledge serve only to underscore this historic American ideal. In an age where automation toils for man, democracy commits itself to greater freedoms for its citizens. For each of them, it hopes to provide a continuing opportunity to raise his sights, to get him to engage in the creative endeavors which enrich life, and to participate, with a feeling of pride and usefulness, in the affairs of the community and the nation.

Familiarity with the three R's is the first step. In this manual, the upgrading of literacy skills is presented as an integrated program. Social studies and the elementary science understandings which are so much a part of our rapidly changing world provide the contextual background for the literacy teaching. I feel confident that the concepts and suggestions offered in the manual will constitute an important contribution in the work of helping the under-educated American to achieve both fuller understanding of the promise of our democracy and more satisfying self-realization as one of its functioning members.

JOSEPH O. LORETAN
Deputy Superintendent of Schools

December, 1964

ACKNOWLEDGMENTS

This manual was developed as a cooperative project by the Bureau of Community Education under the direction of Thomas A. Van Sant, Assistant Superintendent, and Mary C. McDonald, Assistant Director; and the Bureau of Curriculum Research, under the direction of William H. Bristow, Assistant Superintendent and David A. Abramson, Assistant Director. Alex H. Lazes, Assistant Administrative Director, supervised the work in progress.

Dora F. Pantell, curriculum specialist on loan from the Bureau of Community Education to the Bureau of Curriculum Research, was the principal researcher and writer. The following committee of the Fundamental Adult Education staff met regularly to guide and review the work: Gladys Alesi, Chairman; Henri A. Belfon, Leo Benardo, Sidney Bengelsdorf, Ann Cass, Mark Cymrot, Florence Greenberg, and Ira L. Levy. Minna Englisher gave valuable assistance in the preparation of the annotated bibliography.

Maurice Basseches, Editor of Curriculum Publications, collaborated in preparing the manual for printing. Elena Lucchini was responsible for production and layout; Simon Shulman designed the cover.

Special thanks go to Clare C. Baldwin, Associate Superintendent, Division of Special Services, for his stimulation, interest, and continuing encouragement.

CONTENTS

Guiding Principles 1

Teaching Beginners 3

Course Outline: Goals and Content 3

Reading 4
The Four Techniques 4
Reading Readiness 4
Suggested Content 5
Teaching Procedures 5
Audio-Visual Approaches 8
Drills and Tests 9

The Teaching of Writing 11

Work in Subject Areas 13
(Social Studies, Arithmetic, Science)

Teaching Intermediates 15

Course Outline: Goals and Content 15

Reading 16
The Reading Inventory 16
Methodology and Specific Content 17
Transition to Textbook Reading 18
Teacher-Prepared Texts 19
Suggested Drills 19
Tests of Reading Progress 20

The Teaching of Writing 21

Work in Subject Areas 24
(Social Studies, Arithmetic, Science)

Teaching on the Advanced Level 26

Course Outline: Goals and Content 26

Reading on the Advanced Level 28
Reading for Comprehension 28
Reading for Detail 29
Uses of the Dictionary 30
Vocabulary Drills 30
Comprehension Techniques 31

The Teaching of Writing 32
Work in Subject Areas 34
Techniques with Reading Machines 35
Uses of the Filmstrip 37
Speech and Oral Structure 39
Sequential Arithmetic 42
A Guide to Drill Activities 45
Organized Trips 48
Sample Lesson Plans 50
Bibliography 57
For Students 57
For Teachers 72
Audio-Visual Material 76

Guiding Principles

This manual is planned as a guide for the teaching of adults who need help in upgrading their literacy level. The basic skills of reading, writing, and arithmetic are the major curriculum areas in such classes. For students with little or no schooling, the program is an introduction to these skills. For others with some degree of literacy, it becomes one of developing limited skills to the point where they no longer exist as serious social or economic handicaps. Citizenship education is integrated with 3R teaching to provide students with information about their cultural heritage and to give them a feeling of belonging, of having the rights, the responsibilities, and the literacy skills with which to participate in the life of their communities.

The student body in Basic Adult Education classes is English speaking. It usually includes migrants from states or rural areas where compulsory childhood education ended at the third or fourth grade, a much younger group, often between the ages of 18 and 24 who dropped out of school without reaching eighth grade literacy level, adult slow learners returning to school in the hope of acquiring a little more learning, and "graduates" of the on-the-air Operation Alphabet program, stimulated to school attendance by their progress in the televised lessons.

For all of these people, literacy is a compelling motive. It may mean their independence – the difference between the ability to make out a bank deposit slip by oneself and the need to ask a guard for help. It may be social status – the chance, finally, to cast aside the feigned, makeshift defenses: "I left my glasses at home. Please read this for me." In some cases, the goal is clearly defined: a better opportunity. In others, it is not so easily articulated, but urgent, nevertheless: a better relationship with children, a desire to broaden perspectives, a need to be a part of one's times, one's society, one's literate world.

Literacy education is, of course, the first step in education towards modern democracy. The skill communicated to these people is actually the tool of participation.

Students passing the graduating examinations can go on to high school education. The diploma is acceptable as admission to any general high school. Curriculum leading up to this diploma is graded and sequential.

As in the English as a New Language program, curriculum is organized around four grades, or three levels. The second and third year classes are the intermediate group. The great variation of student learning

ability in the literacy program calls for flexibility in the matter of interclass transfers, however. Periodic testing of progress makes possible more individualized guidance and suitable changes in class placement.

Content, as always, is geared to student need, interest, and experience. Teaching is concomitant. Reading and writing are taught in the context of the subject areas. Reading has priority over writing. Class conversation provides the associations for the teaching of reading, writing, and the subject area skills. For English speaking students, it need have no other special significance. Common errors in oral structure or pronunciation may require occasional correction. Primary emphasis, particularly on beginning and intermediate levels, is on reading and writing, however.

The teaching pace on all levels is advisedly slow. Most students are either slow learners or many years removed from formal learning disciplines. They need time, patience, and constant encouragement. Their gratitude when these are extended to them and their great happiness when they see visible progress in achievement serve constantly to help the discerning teacher assess the quality of his lessons.

Specific content and methodology for each of the levels is discussed in the sections that follow.

Teaching Beginners

COURSE OUTLINE: GOALS AND CONTENT

Reading

1. Recognition of such signs as "Danger," "Stop," "Go"
2. Reading of signs on buses and subways
3. Reading labels on medicine bottles, cans, packaged foods
4. Reading of names of streets and house numbers
5. Development of a sight vocabulary of carefully selected words. Functional need is the teacher's best guide. Most students will be greatly helped by ability to recognize words on an application blank, words such as "name," "address," "city," "state," "age," "sex," for example
6. Development of ability to read words in simple sentences, to identify individual words in sentences, and to use elements of known words as aids in recognition of new ones

Writing

1. Name, address, telephone number
2. Names and addresses of family members
3. Months of the year
4. Days of the week
5. Dates, with correct use of commas and numbers
6. Identification words needed for filling out application blanks — first name, last name, place of birth, M for male, F for female, and so on
7. Words selected from teacher-prepared charts
8. Sentences selected (for copying) from teacher-prepared charts
9. Arithmetical writing limited on this level to dollar and cent notations and to the use of the $+$, $-$, $\times$, $\div$, and $=$ signs

Subject Areas

On this level, subject area content is largely the contextual background for primary goals of teaching reading and writing. A reading lesson concerned with the teaching of the simple traffic signs, for example, is based on class conversation about the necessity of cooperating with the Police Department, an important concept in Social Studies. A lesson on reading labels on medicine bottles may grow out of discussion about the history of our pure food and drug laws or about the latest scientific achievements in the development of new drugs.

Arithmetic for absolute beginners is first of all a reading and writing skill – the recognition of numbers and the ability to note them. Once this is mastered, the content of arithmetic is similarly related to reading and writing content. Whether the problem is of the simplest, counting the days of the week, for example, or the somewhat more complicated one of adding the cost of drugstore purchases (the arithmetical processes involved, dependent on student level and need), it grows out of the same context used for the teaching of reading and writing. All subject area teaching is thus concomitant.

READING

The Four Techniques

Reading specialists generally recognize four approaches to adult literary education. They are referred to (under these or other names) as:

1. The analytic technique, beginning with sight-reading of a sentence and proceeding to word study (The *man* is at the *bus stop.*)
2. The synthetic technique, beginning at the opposite extreme with the recognition of letters and syllables and going on from these to words, sentences, story (*man* taught through flashcard drill, then practiced in sentence context).
3. The analytic-synthetic technique, beginning with the sentence but studying the component elements (words, syllables, letters) at the same time.
4. The eclectic approach, selectively combining the above to suit both the specific characteristics of a story, sentence, or word to be learned and the particular learning inclination of the student. Eclectic techniques will be used by most discriminating teachers at various stages of the teaching process.

The analytic-synthetic technique is used as the basic principle in this manual. The introduction of reading through the actual sentence serves as a motivating force with adults. The study of words or other component elements for recognition is practiced simultaneously as an aid in the development of sight reading.

Reading Readiness in Adults

Class conversation is the preparation for reading. It is the context for the clarification of relevant concepts, for the presentation of new words, for reading motivation, for – most important of all with adults – the association of the spoken word with the written word or symbol. Class conver-

sation is, in other words, the promotion of reading readiness. In working with adults, particular care must be taken to maintain interest level. Topics of conversation should be timely and functional.

Suggested Content

1. The family
2. The home
3. The neighborhood (getting around in it)
4. Foods
5. Clothing (sizes, labels)
6. Furniture
7. Shopping
8. Installment plan buying
9. Banks (kinds of accounts)
10. Occupations, vocational training, retraining, employment agencies, technological implications
11. Social Security and unemployment insurance
12. Insurance
13. Payroll deductions and taxes
14. Unions
15. Health
16. Fire and accident prevention
17. Amusements
18. Community agencies and services
19. Local government
20. Civic problems and responsibilities
21. Federal government (broad concepts regarding Congress, Supreme Court, role of President)
22. Fundamental laws (Constitution, Bill of Rights)
23. Rights of minorities as prescribed by laws and guarded by agencies such as SCAD and the vigilance of the people
24. The contributions of minority groups to American life
25. Our New Age (jets, missiles, wonder drugs)

Teaching Procedures

For beginning readers, the sentence must be as short as possible. A first step, combining both desirable brevity and functional purpose, may be the teaching of signs. The teacher may start with a discussion about the inadvisability of smoking, introducing the subject with a question such as, "Why don't you want your child to smoke?", for example. Or conversation may be about the importance of signs and our civic responsibility to abide by their directions. The various signs around the usual

classroom then serve as motivation: "Why are there signs in this room?", "Why are they important?". If the teacher intends to begin with the sign NO SMOKING, the next question can be, "Why is the sign NO SMOKING, seen in buses, trains, and other public places, important?"

As the teacher talks, he puts the words NO SMOKING in large script writing on the chalkboard. Each time that he mentions "no smoking," he points to the words. The associations begain to establish themselves and the sign is gradually recognized at sight. Oral reading follows – first by the teacher, then by the class in unison, by smaller groups; and finally by individuals.

As soon as a sign consisting of two or more words is known as a whole, individual words are identified and learned. To reinforce sign recognition of the word NO, the teacher might stimulate conversation about other NO signs (NO CROSSING, NO ENTRY), putting the statements on the board as they are mentioned. Later, he asks the students to find the NO word in each of them. Drill for further recognition might include: identifying the NO in signs appearing in the room; identifying it on cards placed on the ledge of the board; recognizing it in flash cards shown by the teacher; finding it in a sentence on the board or in a text.

Matching pictures with words is another reinforcing device. Many of our pre-primers or first grade workbooks have such exercises. Or the teacher can prepare simple illustrations – three stick figures, one with a cigarette, in one column, and three words in another column, for example, as an exercise to reinforce recognition of "smoking."

Many methods are used in the teaching of reading. The sentence method, of which the teaching of signs is an adaptation, develops accuracy and independence in word recognition by breaking words down as an aid for further reading. The word "smoking," for example, can be broken down into its root and its suffix and students shown how other words ("smoke," "work*ing*") are built on these elements and can thus be more easily learned. Or the word "no" can be used to teach "not," and later "none," "nor," "nobody," "no one."

The use of the chalkboard theme or chart is another step in the sentence method. Again, the teaching begins with conversation. After discussion about occupations, for example, the following sentences might be evolved on the board or presented to the class on a teacher-prepared chart:

I work.
I work on Second Avenue.

The teacher reads the first line. The class as a whole reads it. Several members of the class read it separately. All reading on this level is oral.

The teacher then asks members of the class to find the line that answers such questions as: "Which line says 'I work'?" "Which line tells us where I work?".

After the lines have been identified, the teacher can go on to: "Find the word "work," "Avenue," "on," "I," "Second."

As each word is identified, it is written on the board, in column fashion, one under the other. The teacher than asks the students to identify the words as he points to them and to locate them in the sentences on the board (or the prepared chart).

Brief flash card review can introduce the next lesson. At this point, flash cards – each containing one of the words – may be presented, one after another, rather quickly as an aid in development of sight recognition.

The new lesson, building on the learned vocabulary, may go on to other sentences, based perhaps on the occupations of class members, such as:

"I work as a bus boy."
"I work as a painter."

The same procedure is followed as other sentences are formed, other words learned, and still other sentences formed by combining these words. Future sentences, for example, might be:

"I work as a painter on Second Avenue."
"I work as a painter on Second Street."

The scope of the vocabulary grows steadily. A maximum of two new words at a time is recommended for slow beginning groups. Others may learn as many as five in one lesson.

Reading materials developed in this way are based on the immediate needs and interests of the students. The vocabulary is made up of common words students are likely to meet in their various experiences. The words in the cited illustrations, for example, may be seen on application blanks, street signs, addressed mail, or want-ad pages.

Whether they are developed on the chalkboard or the teacher-prepared chart is of little import. The chief advantage of a chart is its permanence. Teachers may use oak tag, card board, or newsprint for this purpose. All teacher writing at this stage is script. And, of course, all writing must be very large and very clear.

Phonic work may be part of the reading lesson on the beginning

level. A class that has learned to recognize the words in such sentences as "My name is ....." or "My house is small" can go on to such exercises as:

*c*ame	*t*all
*l*ame	*b*all
*t*ame	*f*all
*g*ame	*c*all
*n*ame	*s*mall

Another phonic approach is the association (where phonetically possible) of the sound of the letter with its formation, as, for example, the sound of "b" at the beginning of all these words—"bus," "but," "big," "boy," "buy."

The words are on the board. The teacher points to each as he says "*b*us," "*b*ut," "*b*ig." This may be followed by questions about which other words begin with "b," or by finding on the chart or in other suitable texts all words beginning with this sound.

Audio-Visual Approaches

Some teachers like to use the "story" method as an introduction to a reading lesson. The story, told by the teacher, serves as lesson motivation. It is always a very brief story. And it must *always* be related to the needs, interests, or problems of the students—an experience with a bargain sale, for example, or with a new housing project, or the story of a new discovery in science. Class conversation follows. Sentences are developed on the chalkboard, read by the teacher, by the class in unison, by individuals. Word recognition exercises and analyses proceed as usual.

Familiar songs which include a great deal of repetition (*Smile; Row, Row, Row Your Boat*) are still another approach to initial reading and word recognition. A copy of the song (rexographed sheets, if books with large type are not available) is given to each student. As he sings, he follows the lines on the paper, gradually begins to distinguish one word from another, to notice the repetition of some words, and to associate them with a word he is singing. The teaching process is the same as for the sentences developed on the board or the teacher-prepared chart: first the learning of the line—or the sentence—as a whole; then the identification of individual words; then the breakdown of these words into elements which can be used to help recognize familiar words or to form new ones.

Appropriate filmstrips may be used in the same way. Some of them may also be used as direct teaching tools. The captions under each frame make up the sentence reading material. The teacher must be

certain, however, that these captions are short, that they contain vocabulary likely to be useful to students, and that not too many new words are introduced in one showing. Such filmstrips may be difficult to find.

Drills and Tests

Audio-visual materials can be used effectively with English-speaking students for drill or test purposes. Pre-primers and other children's books contain many appropriate exercises which can be rexographed for individual student use or projected on wall or chalkboard for class use. Some examples of matching exercises follow:

(picture of cat) dog cat bat hole

(picture of man reading book)

reading his book
eating his dinner
washing the dishes

(picture of woman writing a letter)

She is reading a book.
She is cooking a meal.
She is writing a letter.
She is riding a bus.
She is buying a stamp.

---

job	my
my	is
work	job
job	work
is	job
my	my

Each of these tests or drills different aspects of the reading process – word identification, phrase recognition, sentence meaning. Depending on the goals and content of the lesson, they may be used regularly to reinforce learning. They may be used at periodic intervals as tests for teacher guidance. Results may reveal areas of weakness to be reviewed or progress indicating advisability of inter-class transfer.

Other Exercises

Other exercises the teacher may find useful for drill and testing purposes on a beginning literacy level are:

1. Underline the part that is the same

   *wh*ere *wh*at *wh*y *wh*en

2. Underline the part that is different

   *wh*ere *wh*en *wh*ite th*o*se
   *th*ere *th*en *wr*ite th*e*se

3. Fill in the missing letter

   n–t wo–k sm–ke n–me j–b

4. Find the most important word in a sign

   NO SMOKING *NO* EXIT TURN *LEFT*

5. Do what the sign says

   TURN RIGHT ENTER WALK

6. Label objects in the room with the right flashcard

   DESK DOOR NEWSPAPER

7. Underline the rhyming words

   day boy *way* *man*
   say *bay* why *can*

8. Find a short word in a long one

   wo*man* *work*ing to*day*

9. Make a new word by changing the beginning sound

   right (light, night, sight)
   book (cook, look, took)

10. Make a new word by adding *s*

    job(s) book(s) sign(s)

11. Make a new word by adding *ed*

    work(ed) look(ed) wash(ed)

12. Make a new word by adding *er*

    fast(er) slow(er) cold(er)

13. Finish the sentence with the right word

    I go to ..... (walk, work, week)
    I have a job ..... (now, not, nice)

14. Guess the missing word in a sentence

I open the ..... to my house.
I ..... on the board.

15. Make up a story with these words

my	*job*	*New York*	*work*
like	*have*	*busboy*	*nice*

(Sentences written on the board as they are elicited)

I have a nice job. I work as a busboy. I like my job.
I work in New York. I like to work in New York.

THE TEACHING OF WRITING

Writing for total illiterates is a task comprising many new and different skills. For those who have never held a pencil in their hands, the very physical manipulations involved in making a letter often seem insurmountable. For others, the problem of line, of placing one letter after another, one word after another, are concepts that need constant repetition and drill.

All writing on the beginning level is script or manuscript writing (a, b, c; M a r y). It avoids the additional complication of connecting letters and its similarity to both printing and cursive writing makes recognition of the printed word and transition to cursive writing comparatively simple.

Modern methods begin the teaching of writing with the word or larger unit rather than with individual letters. This is true even for the illiterate who must first be taught and drilled to hold and move a pencil. He begins his learning with the writing of his name.

It is not at first a writing with pen or pencil, however. Such performance requires small-muscle control of which total illiterates are usually incapable. They begin to learn the motions required for writing with the arm, with the larger muscles they are more accustomed to using.

The teacher writes the name of the student, in very large script, on the board, pointing to the movements involved as he does so. The first step for the student may be the imitation of these movements in the air, with his arm. For some students, this becomes an exercise needing many repetitions.

The next step is the tracing of the name on the board. Chalk of a different color usually helps the student to see how he veers from the writing of the teacher. Chalkboard tracing continues until some measure of freedom and speed is achieved.

Writing on paper starts with further tracing. The use of a piece of blotting paper – on which the name is written by the teacher in letters approximately twice the ordinary size – is often a helpful device. The pencil the student uses for tracing should be thick with medium or soft lead; paper may be plain, white and unruled, *or double line*. Tracing here continues until the student believes he can write the name from memory. Comparison of his attempts may show him the mistakes he has made. More frequently, he will not see them; the teacher will need to show them to him and advise him to go on retracing his name on the blotter. At all times, the learning involves the writing of the name as a unit (the first name only if the name is a long one), not as a letter by letter process.

Once the student has mastered the motions involved, future writing may not be such an arduous process. He may be able to copy, without tracing, his address, telephone number, names of family members, or other such beginning writing content. As he continues to write, he is helped to identify specific letters, to note their particular formation, to recognize them in other words. The names of the letters are learned in this incidental manner. They are taught for functional purposes, to enable students to answer the frequent question, "How do you spell it?".

Practice on a letter or letters that cause particular difficulty is often necessary. But concentration is always on the whole word, the unit which has meaning for the student.

At least five sessions are usually necessary for this kind of introductory work. Students may then begin to copy the short theme sentences. In most cases, they will need to do a great deal of practice-copying before they are ready for concentration on remembering a word and its spelling. At that point, the usual rules and methods apply:

1. Teach only words students are likely to use.
2. Teach only words students fully understand.
3. Teach spelling only after students have seen the word in a sentence.
4. Analyze the word for helpful elements. For example: finding shorter words in longer ones (*brother*hood); underlining words with the same beginnings or endings (*w*alk/*w*ork, walk*ing*/work*ing*); underlining rhyming words (hat/sat).
5. Teach helpful devices, for example: the use of "er," "ed," "ing" to make new words out of old ones (helper, helped, helping); the similar use of prefixes (*il*legal, *un*able); the addition of "e" to make a short sound long (hat/hate); the words that have a silent "k" (knife, knee); the words that have a silent "t" (often, listen).

6. Use a variety of drills, for example: fill in the missing letters (I n____d a new j__b; add something to make a new word (*in*side, late*ness*); draw a line between a word and a part added to it (work/er).
7. Supply further reinforcement through flashcard recognition drill and through sentence dictation.

WORK IN SUBJECT AREAS

The subject areas for the Basic Adult Education program are Social Studies (history, geography, government, civic understandings), elementary science, and arithmetic. As noted on page 3, they are integrated with the more primary goals of teaching reading and writing. In a first grade, they are largely the content of the reading and writing instruction. The concomitant method enables the teacher to provide both the literacy skills essential for life in a democracy and the subject area understandings that contribute to a feeling of adequacy in that society.

The broad outlines of subject area content for the beginning level are noted as suggested topics for class conversation on page 5. The use of realia (application blanks, bank deposit slips, tax withholding forms) offer opportunities for reading and writing practice and visual reinforcement of social studies teaching.

Large maps may be introduced early in the program as purely visual, non-reading aids in the teaching of geography and related history. A lesson here might include a mature discussion about the physical and economic resources of the United States or about the cultural pluralism that has characterized the growth of this country. Valuable information can be conveyed here about the role of immigrant groups in developing our mines, for example, or building our railroads. This may also be the place for discussion of the Negro contribution to our culture – the place in history, for example, of Frederick Douglass, orator, writer, abolitionist, statesman, or the debt science owes to George Washington Carver, or the work of Phyllis Wheatley who was born in slavery and lived to become one of the nation's finest poets. The class literacy level will still limit the reading and writing vocabularies of such lessons, however (*big, small* in the geography lesson; *born, live* in the history lesson, and so on).

Science in the Basic Adult Education program concentrates on general information. It may include elementary facts about automation, weather, wonder drugs, rockets – in other words, a concept of our modern world. Again, the class conversation might evolve around the fairly complex subject of the implications of automation. But the reading and

writing vocabulary would probably concentrate on such words as "work," "job," "new," "need," or "change."

Arithmetic for the illiterate may need to start with the teaching of numbers. As such, it is part of the reading and writing lesson. The student learns his numbers concomitantly when he is learning how to write his address or telephone number or the telephone number of his place of employment. Arithmetic may also be effectively combined with other subject area teaching. A lesson on consumer education, for example, may use market throwaways as visual aids. These usually contain pictures of the food being advertised with the name of the food and the price under the picture. Recognition of the name is a concurrent exercise in beginning reading.

Problem-solving is the general method recommended for arithmetic teaching. The specific nature of the problem may call for competencies ranging from simple counting to the addition and subtraction involved in figuring out payroll deductions. The problem presented grows out of and is related to the subject of the lesson.

Arithmetic content on the first year level covers numbers, weights, measures, the computations involved in making change, and the fundamental operations of adding, subtracting, and multiplying by one digit numbers.

Great differences in student ability may necessitate group teaching in this area or a high degree of individualization. The latter approach involves the entire class in the teaching process. Problems to be solved are assigned on the basis of individual student competency.

Teaching Intermediates

COURSE OUTLINE: GOALS AND CONTENT

Reading

1. Easy recognition of all of the letters and the ability to use them in new words
2. Recognition of the structural elements of words (word endings, for example "s," "ed," "ing") and the ability to use them as aids for reading of new words
3. Development of capacity to use other aids in word recognition – contextual meaning, word forms, various kinds of structural and phonetic analyses
4. Development of capacity for quick and accurate recognition of words in units of two or more
5. Development of a sight vocabulary limited on the intermediate level to the most frequently used words in the everyday language of adults
6. Promotion of a clear grasp of the meaning of what is read
7. Stimulation of interest in reading – for pleasure and information beyond this level

Writing

1. Ability to write clearly, legibly, and with reasonable speed
2. Increasing ease in the writing of numbers
3. Development of discriminating ability in the use of capital letters
4. Development of understanding about the forming and writing of sentences – with accurate use of simple punctuation
5. Promotion of ability to use writing for the practical needs of daily life – accurately filling out an application blank, addressing an envelope or postcard, writing a very simple letter

Subject Areas

Arithmetic

Reading and interpreting numerals on measuring instruments (rulers, tape measures)
Measuring length
Measuring capacity
Adding columns through five place numbers

Subtracting – with borrowing – through five place numbers
Using the decimal point in sums
Multiplying by two and three digit numbers
Dividing by one and two digit numbers
Concept of fractions – halves, thirds, and fourths
Recognizing and writing, with their abbreviations and symbols, such words as: pound, ounce, quart, gallon, dollars, cents, yards, dozen

Science

The earth and its resources – food, clothing (from plants, chemicals), shelter
Land and water resources in the United States (as used by man to change his environment)
Land and water resources in New York
The earth in space
The moon: our nearest neighbor
Significant scientific achievements in medicine, communication, industry

Social Studies

Meaning of life in a democracy – *government* (Federal and local); *history* (of the United States up through the War Between the States, the story of New York); *our cultural heritage*
Interdependence of people (farm/factory; urban/rural; skilled/unskilled; cities/regions/countries)
Our shrinking world – geographic, economic, political concepts
Citizenship – the importance of being informed, of voting intelligently, of taking civic action

READING

The Reading Inventory

On the intermediate level, a reading inventory is helpful both in determining the general needs of the group and the particular difficulties of individual students. The following may be a useful check list:

Vocabulary Problems

Letters transposed .....
Beginnings omitted .....
Endings omitted .....
Sounds omitted .....
Sounds added .....
Words confused .....

Reversals .....
Confusion of
medial vowels .....

Comprehension Problems

Failure to use
picture clues .....
Inability to grasp
context clues .....
Word by word reading .....
Tendency to repetition .....
Non-observance of
punctuation signals .....
Meager vocabulary .....
Poor memory .....

Special Problems

.....
.....

Methodology and Specific Content

Reading

Class conversation continues to supply the associations for the reading lesson. Topics for conversation may be drawn from the suggestions on page 5 or from the subject area curricula (pages 13-14). Discussion about our cultural heritage, for example, might center around our historic concept of free education for all. An understanding of the beginnings of America could emerge from conversation about the multi-lingual character of our early (and subsequent) migrations. The theme or teacher-prepared chart is developed through this conversation. (See pages 6 and 7 for METHODS OF DEVELOPMENT).

The vocabulary introduced in these themes should, as has been noted, be limited to commonly used words plus the additional words that may be needed in presenting vital content. No more than five new words should be introduced during the course of a lesson on this level.

Recognition exercises continue to be of primary importance. Recommended exercises are flash card drill with *words and phrases,* suitable workbook exercises (matching words, matching opposites, identifying words and pictures, and others – see suggestions, pages 10-11), and word games. An adaptation of the Lotto game has proven an effective means of stimulating visual discrimination and memory with some groups.

Lotto cards are boxed off with the drill words written in each box. The word order varies somewhat on each card.

The students check the words on their cards as the teacher says them. The first student who covers all words in a row is, of course, the winner.

Transition to Textbook Reading

Transition from the theme or experience chart to the printed book should be made as soon as students seem ready for it. Preparation for book reading involves:

1. Conversation about the topic which will be the reading content
2. Introduction in meaningful settings of the new words that will appear in the reading lesson
3. Writing by the teacher (manuscript writing) of these words on the chalkboard (acquainting students with their form as well as meaning)
4. Writing of other familiar words on the board and drawing students' attention to the similarities and differences between these and the new words (identifying familiar syllabic or phonetic elements)
5. Asking questions that can be answered through the reading
6. Discussing the title as a clue to the anticipated content
7. Studying accompanying pictures as further content clues

Textbook reading is silent sentence-by-sentence reading. The teacher may ask a question before each sentence. The reading then becomes a process of trying to find the answer, of reading, in other words, for essential meaning. One student may be asked to tell what the sentence says and another student may then be asked to read it orally. The same procedure is followed for all the sentences. The lesson may then be reread silently to find answers to other questions, asked by either students or teacher.

Questions may be of two kinds – those that can be answered only in terms of specific words or sentences from the book and those that can best be expressed in the student's own words. Both are tests of comprehension. The first kind offers further practice in recognizing words in context and opportunities for further oral reading.

Supplementary practice on difficulties evidenced in the reading lesson follows. A common difficulty the teacher has observed may be the confusion of two particular words. He will then write them on the chalkboard, ask students to point out significant differences in their form, or to identify differences in the elements making up the words. He may then ask the entire class to reread the lesson silently. This is

an opportunity for him to go around the room, helping students with individual difficulties he has noted.

Teacher-Prepared Texts

When no suitable text is available, the teacher may need to prepare his own materials. In doing so, he must be guided by two major considerations: suitability of content and correspondence of vocabulary and structure to learning level.

Reading content must be related to the adult needs, interests, and experiences of the students. The material must be familiar, a recapitulation, practically, of what has been discussed during the preparatory oral part of the lesson.

Vocabulary and structure must be suitably graded to learning levels. Approximate vocabulary controls have been suggested for second and third grade materials (see page 17). No more than two to three new words should be introduced on one reading page. Each new word should be repeated at least fifteen times as soon as possible after it is introduced and should reappear for reinforcement purposes in subsequent reading materials. Short sentences with simple structures are recommended for both second and third grades. Print must be large and clear with more than average space between words and lines.

Suggested Drills

Reading progress on the intermediate level is still considerably dependent on vocabulary learnings. The following are suggested for practice in word-attack skills and in the development of meaning vocabulary:

1. Which word has the long sound?

cut	met	fell	cap
c*ute*	m*eat*	f*eel*	c*a*pe

2. Make the short sound long by adding *e*

   rat-rate
   hid-hide
   pet-Pete
   hug-huge

3. Draw a line between the syllables

   work/ing teach/er sub/way

4. Draw a line between the prefixes and roots

   re/turn un/true mis/take

5. Draw a line between the suffixes and roots
   paint/er quick/ly kind/ness
6. Change prefixes (or suffixes) to make new words
   inside – outside
   unpack – repack
   painter – painting
7. Which words mean the same?

big	tiny
quick	huge
small	rapid

8. Which words mean the opposite?

dark	north
south	sick
healthy	light

9. Which word is the closest in meaning?
   To Let (today, full, vacant)
10. Guess the meaning of the word from the sentence:
    The woman *sobbed* when she heard the bad news.

Tests of Reading Progress

Tests of reading progress on the intermediate level may include the following:

1. Sight Reading Test

   Ability to sight read is examined in relation to words that have already been presented and taught. A test of this kind may be used:

   job, work, good
   read, write, walk
   city, country, New York

   Ten of such groups are presented on work sheets. The teacher reads a word in each group. Students underline that word in the group.

2. Recognition of New Words with Known Elements

   The teacher places a group of new words with familiar elements (vot*ing*, like*able*, *un*able, good*ness*) on the board. After allowing a brief time for study, he uses flash cards to test individual responses.

3. Reading for Meaning

   The teacher places a short passage limited to known vocabulary on the board or on rexographed sheets. Questions with two or three

alternative answers follow the passage. Students check the correct answer.

4. Reading Speed

The passage is presented with a limited time for reading. Questions are assigned at the end of the reading period.

The specific content of these tests will, of course, be different for the second and third grades. On both of these intermediate levels, however, they can be used for periodic analysis of student progress. Results are a guide to the teacher both for the planning of future instruction and for the counseling of individual students.

TEACHING OF WRITING

Writing on the intermediate level continues to be script until students ask for or express an interest in cursive writing. The transition is usually simple – requiring, largely, instruction and practice in connecting the individual script letters.

Writing content on the intermediate level is functionally related to student needs and abilities. Students are taught how to fill out an application blank, address an envelope or postcard, and write a very simple letter – in that order. The writing of the letter requires a knowledge of capitalization and punctuation and a sentence sense – all of which must be developed gradually – as well as information about the letter format.

The problems involved in filling out an application blank, if we take for granted the student's ability to read it, are spelling, writing in the space or on the line indicated, and writing clearly and legibly. Suggested content for both elementary and intermediate levels includes writing for "practical needs." The usual application blanks call for only one or two word answers – *Yes; No; 2 years; 1 month* – besides the vital statistics. The spelling of these words as well as the writing of the name, address, birth date, telephone number, and such – have been taught on the beginning level. Ability to use lines and spaces correctly is best developed with the use of realia. Actual practice with the application blank serves both as motivation and visual reinforcement. A number of such practice sessions are very often necessary.

The development of legibility is part of every writing lesson. The teacher's writing, both on the board and in student notebooks, is most important as a model.

No particular style of handwriting is required from students. For

easier attainment of legibility, fairly large writing, large and even spaces between words, and sizeable spaces between lines are practical suggestions. To help students keep lines straight, a ruler or piece of cardboard may be placed on unlined paper – and sometimes even on lined paper – as a guide. Unlined paper is preferred by most teachers as more functional. The letters the students will eventually write will be on unlined stationery.

Addressing a postcard or envelope involves the same problem of spacing and legibility. Again, practice with realia is recommended – or, if these are impractical, at least with boxed approximations of the actual size of a postcard or envelope.

Nearly all functional illiterates seem to have somewhat similar difficulties in addressing mail. Either they write all over the card or envelope or they cram all the information into one small space. They need a great deal of practice in writing within a prescribed area, in providing sufficient space between the lines, and in making their writing clear enough to be legible. Most students also need much repeated practice in capitalizing "Avenue" or "Street," in the spelling of abbreviations, in the use of punctuation with abbreviations, and in the inclusion of "Mr.," "Mrs.," "Miss." The tendency seems to be to omit these titles.

Related spelling includes the above titles and also "Dr."; the abbreviations "St.," "Ave.," "Blvd.," "Pkwy.," "apt.," "c/o"; the writing of "East," "West," "North," "South" and their abbreviations; the names of boroughs with their abbreviations; and the names of this city and state (others as requested) with their abbreviations.

The writing of the return address requires the same concentration on problems of spacing and legibility as well as related spelling, capitalization, and punctuation.

The development of a sentence sense precedes any teaching of letter writing, although the letter-writing exercise may be used as practice in developing that sense. With English-speaking students, an introduction to sentence sense may sometimes be achieved through the very broad concept that the sentence ends where the student makes significant pauses in his conversation. Another method has the teacher writing sentences on the board –"Do you like your job?", "How do you get to work?" – to be answered in *complete* sentences as a way of conveying sentence sense. Even when these are helpful, constant practice is needed to establish the sentence sense on paper. Teaching concentrates on the use of the capital to begin a sentence and the punctuation at the end of it. Drill exercises include sentence dictation and the

insertion of required capitalization and punctuation in sentences appearing without these on the chalkboard or on rexographed sheets.

On the intermediate level, the use of capitalization for names (of persons, days of the week, and months of the year) is also taught. Punctuation teaching includes, besides the period (for sentences and abbreviations) and question mark, the use of the apostrophe for contractions, to indicate singular possessive, and – where it appears – in abbreviations.

The writing of the letter is taught in easy stages. It may begin with a two or three-line note, such as the following:

Date .....

Dear Mary,

We are all well. We hope you are well. We hope you will write soon.

Love,
(*Signature*)

Only the date is noted in the heading. The closing consists of one word. The sentences are short, contain familiar words, and several of the words are repeated.

The first teaching step is discussion about the letter to be written and – more important – the form it will take: "What do I put down first in my letter?", "Why is this necessary?", "What comes next?" and so on. As the information is elicited, the teacher writes on the chalkboard, pointing out or eliciting, "The date is on the right side of the paper," "We separate the day from the year with a comma," "We write 'Dear Mary' on the *next line*, on the left side of the paper," "What punctuation belongs after 'Dear Mary'?", "Where does the story part of the letter begin?".

Students may copy item by item as the letter is discussed. Or, they may wait and copy the entire letter. The item-by-item copying is advisable for slow learners who are less likely to make mistakes when they copy bit by bit. As skills develop, the dictated letter takes the place of the copied letter, and the original letter, the place of the dictated one. Gradually, letters with more complete headings and

different kinds of closings (Sincerely," "Yours truly," "Yours") are taught. Spacing, capitalization, punctuation, paragraph indentation, and the use of even some uniformity of margin will require constant drill.

Writing becomes more and more important on the intermediate level. By the third year, it has almost equal priority with reading. Letters of more than one paragraph may be introduced then as well as short business letters which students are likely to need. These nay include letters enclosing a check, requesting a catalogue, explaining to a teacher a child's absence from school, or other such functional correspondence.

The teaching of spelling on the intermediate level follows the patterns suggested in the elementary section. Words to be taught are always the words used in the oral or reading part of the lesson. Words taught for reading recognition become spelling words *only* when they are also considered words for *practical writing use.*

Writing achievement on the intermediate level is always judged in functional terms. It may be tested at the end of the third grade – to determine qualifications for admission to the graduating class – by ability to write a personal letter, a very short business letter, and a series of two brief paragraphs within the vocabulary range covered in second and third grade teaching.

WORK IN SUBJECT AREAS

The introduction of subject area content on the intermediate level is planned as part of an organized, on-going curriculum. February 12 (or thereabouts) may still be the time for a discussion of Abraham Lincoln, and the latest flight into space may be excellent motivation for teaching some of the uses we make of our knowledge of gravity. But this is coincidental teaching which fits into the larger program pattern.

The method involves broad questions or basic concepts. Pages 15-16 list the subject area concepts recommended for the intermediate level. Specific content is taught within this larger approach. The following is an example of the handling of this content in two or three lessons of concurrent teaching:

Social Studies

Concept: Meaning of life in a democracy

Content: History – Mayflower Compact
Geography – Map study (the Atlantic Ocean; physical relationship of U. S. to Europe)

Government – The town halls of colonial days; democracy today with its emphasis on "grass-root" community planning

Civic Education – Meaning of Thanksgiving; need for preserving our ideals of a democracy; opportunities for community participation; use of existing resources to guard against violations of democratic principles (NAACP, SCAD, Anti-Defamation League)

Consumer Education – Use of protective agencies (Better Business Bureau, Consumer Frauds Division of the Attorney General's office)

ARITHMETIC

Concept: Multiplication by two-digit numbers

Content: Related, functional problems, for example; "About 120 people made the journey across the Atlantic on the Mayflower. Counting crew and passengers, the average trans-Atlantic ship today holds about fifteen times that number. How many people does that make?"

SCIENCE

Concept: Achievements in transportation

Content: It took the Pilgrims 65 days to cross the Atlantic. How long does it take today? For a ship? A jet plane? A rocket airplane? An ICBM?

Teaching on the Advanced Level

COURSE OUTLINE: GOALS AND CONTENT

Reading

1. Ability to read material containing vocabulary of daily usage with ease and understanding
2. Accuracy and independence in recognizing new and unfamiliar words in such reading
3. Development of increased readiness for a broader range of independent reading activities
4. Development of extended acquaintance with various kinds and sources of available reading material – magazine articles, books of different kinds (short stories, novels, biographies, "how-to" books, informational, practical, humorous, historic) as well as daily newspapers
5. Development of increasing capacity to use and evaluate reading material (personal enrichment, ability to discriminate between fact and propaganda, modification of biased attitudes and ideas)
6. Promotion of the "dictionary habit"
7. Stimulation of interest in reading beyond the range of familiar experience.

Writing

1. Increasing ability to write clearly and legibly at an average pace
2. Transfer to easy cursive writing for all students who want to learn this skill
3. Development of greater paragraph sense in letter writing
4. Development of ability to use writing as an aid in earning a living. This involves the writing of letters of job application. The ability to use English and format correctly in both formal and informal letters is tested as a criterion of eighth grade writing literacy on the graduation examination.
5. Development of ability to use writing as an aid in community participation. This involves practice in activities such as keeping a list of attendance, taking of minutes, sending out notices, and the preparation of reports and summaries.

Subject Areas

1. Social Studies – *Growth of the Nation*

History

Review: Discoveries, explorations, settlements; the War for Independence; Westward expansion; the War Between the States; historical figures

New Content: Reconstruction; Alaska and Hawaii; the Spanish American War; the Philippines; the Panama Canal; the "new" Immigration; Pan-Americanism; the fifty states; other important names – Boone, Lewis and Clark, Astor; Today's Pioneers – Byrd, Carpenter, et al

Government

Review: Articles of Confederation; the Constitution; the Bill of Rights; Government structure (Federal, state, and local; branches)

New Content: Amendments; important decisions of Supreme Court; our two party system as part of our "checks and balances"; role of minority parties; state and local courts

Citizenship

Federal, state, local officers -- qualifications; election; term of office; referendums

Geography

Related map study (locations, resources, occupations, populations, regions, boroughs, bridges, tunnels, airports, museums, parks, gardens, zoos, museums, colleges, universities, historic sites)

The United States in World Affairs

World War I; the League of Nations; World War II; the United Nations; the Organization of American States; the Korean War; the Cold War; the Peace Corps; NATO; SEATO; the Common Market; Alliance for Progress; Current Events

Industrialization

Inventions and inventors; growth of big business; regulation of business; anti-trust laws; growth of labor unions (Gompers, Reuther, Meaney); role of immigrants; automation

Social Legislation

Wages and hours; social security; unemployment insurance; public assistance; expanding suffrage; desegregated schools, housing and public facilities; state education laws; civil rights legislation

2. ARITHMETIC

Multiplication and division – three digit numbers as multiplicand and divisor
Fractions – various kinds, concepts and operations in the four fundamental processes
Decimals – multiplication and division of dollars and cents
Percentage (and related vocabulary)

3. SCIENCE

Weather (temperature, pressure, humidity, the Weather Bureau)
Stars and planets
Space travel
Sound and light in communication (radio, television, photography, telephone, telegraph)
Telstar
Wind and water power
Electric power – from generator to the home
Atomic power

READING ON THE ADVANCED LEVEL

Reading for Comprehension

Reading on the advanced level is silent reading for comprehension. It concentrates on types of material normally read by literate adults in the community – newspaper items, magazine articles, and books.

Relatively short and simple selections from a suitably graded text (a little below eighth grade competency) may start the class with a feeling of confidence. As reading security develops, reading matter should more and more approximate the length, vocabulary, and content of materials normally met on the adult level. An effort should also be made to stimulate independent reading. Classroom practice with newspaper and magazine articles encourages attempts at outside reading. The direction of students to specific articles helps in motivating interest. An assignment to read such an article and to answer a few simple teacher-prepared questions about it often serves as a needed transitional technique.

As always, class conversation or discussion provides the content and vocabulary orientation of the reading lesson. On the advanced level, the conversation may be about our system of courts, for example. The passage to be read discusses such special state and local courts as the family courts, the traffic courts, and youth and delinquency courts.

Through pivotal questions or statements, the teacher directs the conversation to experiences that will help in understanding or interpreting the reading and to problems or issues posed by the selection. In his own conversation, the teacher makes use of new or unfamiliar vocabulary the students will meet in the reading, placing the words, as he talks, on the chalkboard, and explaining their meaning.

Reading for Detail

The silent reading that follows is for over-all comprehension, tested by oral or written questions.

A second reading, also silent, goes on to examine details, consider implications for changes in previously held attitudes, and explore possible implications for personal or community problems (reforms in the traffic courts, follow-up recommendations for family courts, and such) to be discussed after the reading.

This kind of reading may need to be developed, step by step, even with advanced students. A suggested approach could consist of questions for discussion, such as these:

1. Would you describe this article as factual or biased? Why?
2. Which words give you facts?
3. Which words show you that the writer is giving you his own opinion?
4. Which are the emotional words?
5. Why do you think the writer is using these emotional words?
6. Where do you find repetitions in this article?
7. Why do you think the writer is repeating his statements?
8. Do you agree or disagree with this writer's opinion? Why?
9. What can you do to check on his opinion?
10. To what type of reader do you think he is appealing?

Even on the advanced level, reading difficulties will persist. The teacher may observe problems in word recognition, an inability to grasp meaning, or a pace that is abnormally slow. A preponderance of common difficulties may be an indication either that the material is too advanced or that the reading preparation has been insufficient. Uncommon difficulties may point to the need for individualized help in certain, specific areas or, if that does not avail, to inter-class transfers. Reading ability in the advanced class is expected to reach the eighth grade competency requirement of the graduation diploma.

Uses of the Dictionary

Some students can be steered in the direction of self help through the use of the dictionary. A few lessons should be devoted to dictionary study – the alphabetization involved, the spelling aids, the alternate meanings offered, and the finding of the preferred or most common meanings. Every student should be encouraged to own a copy of a very simplified dictionary as a source for help in future reading.

For looking up word meanings, a lesson on the dictionary might proceed as follows:

1. Individual students write on board the word (or words)– and the sentence in which it appears – the meaning of which they have not been able to determine from the context.
2. Class places the words in correct alphabetical order.
3. Class consults dictionaries, using guide words at top of each page for help in finding words quickly.
4. Alternative definitions for each word are placed near the word in sentence on the board.
5. Class matches each definition with the sentence in question to decide which is the intended meaning.

When students are ready for it, the same procedure can be followed on an individual basis. During the silent reading lesson, each student writes in his notebook the words in his text that he cannot understand, alphabetizes them, finds the alternate meanings, matches them with context.

Over-dependence on the dictionary can slow up the reading process, however. Teaching should be geared towards helping students infer meaning from context as often as possible. Matching alternate meanings with context is practice in this direction. Other helpful devices include recognition of known words in longer, unknown words (exclude, exclusive), understanding the use of prefixes (similar, *dis*similar) and suffixes (clean, cleanli*ness*), and concentration on trying to "guess" the meaning of a word from the intent or mood of a reading selection, followed by dictionary check-up.

Vocabulary Drills

To extend vocabulary skills, the following are suggested. They supplement exercises noted on pages 19-20 which may be used with advanced as well as intermediate groups:

1. Group words according to derivation
   family, familiar, familiarity
   weigh, weight, weighty
   beauty, beautiful, beautician

2. Change words into other parts of speech

identity (noun)	identify (verb)
clerk (noun)	clerical (adjective)
speed (noun)	speedily (adverb)

3. Make up groups of two-part nouns

milkman	headache
landlord	bathtub
toothbrush	handkerchief

4. Practice using homonyms in sentences
   Did you *hear* what happened *here* yesterday?
   Do you think it's *fair* to raise the bus *fare?*

5. Match meanings in context
   Which word goes where? WORK — a. labor
   b. operate
   c. succeed

   Can you work this machine?
   This is hard work.
   Do you think our plan will work?

Comprehension Techniques

As students become more literate, they should be able to use the organization of written materials as a technique in comprehension. The following are intended to help them develop skill:

1. What would be a good title for this story?
2. What is the writer telling us?
3. Which words tell us WHO, WHAT, WHEN, WHERE, WHY, HOW?
4. What are the main divisions in the story?
5. Which is the most important paragraph?
6. Which is the most important sentence in each paragraph?
7. Which sentences answer questions?
8. Which sentences give details?
9. Which are the connecting expressions (but, yet, also, etc.)?
10. Where is the author's summary or conclusion?

THE TEACHING OF WRITING

The development of clarity and legibility in the writing of adults who are striving for initial language literacy is a continuing process. A number of advanced students will still need help in using margins, in providing enough space between words, or even in the adequate shaping of individual letters of the alphabet. The help that is offered at this point, however, is incidental – integrated with the other, more advanced learnings. In the process of correcting a composition, for example, the teacher may point out the need for margins or a clearer "m" which will not be confused with an "n." He may suggest a few individual practice exercises. But his major concentration is on the composition – its meaning, the organization of its contents to convey this meaning, and the correct use of paragraphs, capitalization, punctuation, and spelling.

Similarly, the teaching of the skills involved in the correct use of paragraphs, capitalization, punctuation, and spelling are developed within the practice of functional writing. Composition on the advanced level means the social and business letter, and writing of the kind the student will find useful in community participation (see page 26 for suggestions).

Only the concept of paragraphing is new, although this, too, may have been started with a bright intermediate group. It is taught in preparation for the composition writing as an organization of ideas. Discussion of a letter to be written to the Police Department, for example, asking for the installation of a needed traffic signal, involves a number of "themes"– the reason the letter is being written, the facts that show up the lack of adequate signaling as a hazard, the suggestion for a light in a specific place, the hope for prompt action. As the class discusses the projected letter and various ideas emerge, the teacher may group them on the chalkboard in appropriate categories which, he explains, are paragraphs. He may then go on to teach the paragraph topic sentence, the way sentences that follow expand the topic sentences, and the format – indentation or skipping of a line – required to show the beginning of a new paragraph in writing.

Capitalization has been practiced – on other levels – for sentence beginnings, with names of people, days, months, holidays, countries, citits, et al. Other uses (God, the Bible, religions, the Constitution, the President, political parties) may be taught as questions about them emerge in the composition writing. New learnings in punctuation are the use of the apostrophe with plural possessives, of the comma to separate words in a series, and of inverted commas for direct quotations.

The teaching of new spelling words may be facilitated through the use of such drills and devices as have been suggested for elementary and intermediate groups (see pp. 12 and 13). The essential test of their mastery lies in their application, however, the habitual use students make of them in connected sentences in written composition.

The format of the letter is usually the area calling for the greatest concentration and practice. Students unused to writing usually find it extremely difficult to establish as a habit the correct placement on a page of the heading, salutation, complimentary close, and, in business letters, the inside address. Many persist in their difficulties with space and line for outside addresses on postcards and envelopes. Constant practice is the only solution – in dictated letters, rewritten original letters, class analysis of typical errors in a sample of a letter or envelope projected on wall or screen, individual analysis, and the maximum use of realia.

As many opportunities as possible should be made for the use both of realia and real situations. The absence of a classmate is the time to write a friendly group letter, or letters by individual students. Action by a Congressman is the chance to send a letter approving or disapproving his stand.

Writing that will help the student to participate more easily in the life of his community needs similar practice. Students may be assigned on a rotating basis to keep a record of class attendance, to take notes for absentees, to send postcards to absentees, to prepare a written summary of a controversial discussion, to take minutes during a class election, to keep accounts of payments for a Student Council trip, to make a written report of such a trip. All of these are training in community participation – and of the literary skills involved.

The transfer from script to cursive writing is usually the least troublesome of the advanced writing skills. For those who are interested in cursive writing – some may have begun learning it as intermediates and some never express a desire to learn it – individual help can be given with the connection of the script letters and with the identification of the comparatively minor differences that exist in letter formation. Because of the connections involved, practice is, of necessity, in words. These are recommended as minimum units. More effective application can be achieved through practice in the larger units of the sentence and the composition. Both script and cursive writing are acceptable on the graduation examination.

WORK IN SUBJECT AREAS

Subject area teaching on the advanced level has as its goal fuller and more effective participation by students in the life of their times and their country. Some graduates will go on to high school. For most, the elementary school diploma will be the end of their formal education. Qualifying for this diploma must, therefore, be preparation for participation and – hopefully, through the participation – for continued learning of a more informal kind.

The concepts suggested as content teaching for Social Studies (see pages 13, 16, 27) are planned as approaches which give perspective to student life experience. History is related to the "here and now." Government is seen as an outgrowth of historical forces, shaped as much by the present as by the past. Geography is a physical, economic, and cultural fact – determining the occupations, habits, outlooks, economic levels, poplation distribution of areas, regions, countries, continents. Science is another fact – affecting our homes, jobs, transportation, communication, international relationships and foreseeable future. Arithmetic is a way of coping with some of life's facts.

Within the classroom, subject area curriculum provides the content of the literacy skills we are trying to improve. Class conversation, for example, about the latest achievement in astral space and its implications for the future, become the basis for the reading, writing, and arithmetic teaching of the day. If the discussion has been a lively one, the concurrent literacy practice is likely to be equally well motivated.

But the student involvement we seek through the conceptual subject area approach extends beyond the classroom. Students whose background is one of illiteracy need more than most to develop a sense of identification with today's world, a feeling of belonging in it, of having the knowledge to understand it, and the skills to help them live with dignity among their fellow citizens. The basis for all curriculum and method in the Basic Adult Education program, this is intrinsically the teacher's guide.

Techniques with Reading Machines

Teachers in Basic Adult Education classes may find the use of a reading machine helpful. Its use is probably most practical when some reading skills have been developed but problems of speed and inadequate comprehension persist.

The tachistoscope is a type of film strip machine with a timing device which flashes brief, isolated exposures on a screen for intervals ranging from 1/000 of a second to 1½ seconds. It helps to build visual discrimination skills and to stabilize a sight reading vocabulary. It is useful on all levels where greater speed of recognition and more retentive seeing is desirable. Teachers may prepare their own materials, making up the reading recognition exercises that are best suited to class needs. Commercially prepared materials are also available.

A machine that controls the rate of reading, a type of filmstrip machine, projects words – singly, in groups, or in continuously moving lines of print – at a controlled rate of speed ranging from 60 to 1,000 words per minute. A moving slot travels across the screen, directing the reader's eyes in a constant left to right motion. This reinforces left to right visual acuity, discourages visual regression and, by gradually broadening the recognition span (phrases, sentences, paragraphs), focuses attention on larger and larger units of thought – at an increasingly rapid rate.

A reading machine lesson is planned in the same way as any reading lesson. Interest must be motivated, vocabulary and content developed, and comprenension tested by questions, discussion, or other related activities.

Other visual aids should supplement work with the Controlled Reader. Basic words, as they are introduced, may be reinforced by word-picture drills. Sentences and paragraphs in early stages may be clarified by accompanying illustrations. Further associative drill may be provided through the use of flash cards, picture-word games, and word and picture puzzles.

A typical lesson with the reading machine begins with motivation, goes on to study of individual words flashed on the screen through the free reading slot (supplemented as indicated above, when necessary), proceeds to reading through the scanning slot, and to testing for comprehension. On a first year level, the reading is oral, each student reading a few sentences aloud while the rest of the class follows silently. Silent

reading is started as soon as students are ready for it. This is often possible on a second year level. Certainly by the third year and thereafter, most of the reading should be silent.

Grouping is usually a practical device for this type of training. A class may be divided into "fast," "average," and "slow" sections. While one section is working with the reading machine, the other two may be assigned to related workbook exercises. The average session with the machine lasts for 10 to 15 minutes. The entire class is involved in the preparation preceding the actual use of the machine.

The best speed is one that the majority in a group can follow. Too fast a speed causes the reader to look back and forth on the screen in confusion, retards organization of ideas and comprehension. Too slow a pace is usually boring. The waiting lag between the completion of the reading of a line and the appearance on the screen of the next line may also break continuity and reduce reading interest.

For purposes of encouragement, the teacher may begin with a content and speed slightly lower than student level. Both are advanced quickly, however. In subsequent lessons, the machine is best set at just a little faster than student pace. The process of jogging a student out of his accustomed rate and proving to him that he can read more quickly without sacrificing comprehension serves as further encouragement.

On the average, this kind of machine introduces 6.3 new words in a story on a first year level, 9.9 on the second year level, and 13.4 in the third year of work. Each new word appears at least three times in the story in which it first appears and is repeated a minimum of four times in the story immediately following. Reading machine manuals contain descriptions of the contents of each filmstrip and suggest graded teacher activities.

Uses of the Filmstrip

The well-planned filmstrip lesson can be both informative and enriching to students in Basic Adult Education classes. Essential teacher preparation includes clarification of anticipated vocabulary difficulties and preparation of questions to guide discussion into a learning experience. The following are examples of how filmstrip lessons can be developed in various subject areas:

I. Social Studies

A. CONSUMER EDUCATION

FOODS AND NUTRITION (Popular Science Series)

Vocabulary: *wise, wisely, consumer, protein, mineral, enriched*

Guide questions:

Why is it important to be a wise consumer?
What must you do to be a wise consumer?
How do you recognize the quality of breads, eggs, meat, poultry, fish, fruits, vegetables?

B. HISTORY

LINCOLN'S BIRTHDAY (Young America Films)

Vocabulary: *guide, destroy, session, eager, prospect, preserve*

Guide questions:

Where and when was Lincoln born?
How did he spend his early years?
Why was he called "Honest Abe"?
What major problem did he face as President?
How was this problem solved?
Why is Lincoln called the "second father" of his country?

C. GOVERNMENT

THE EXECUTIVE BRANCH (Popular Science Series)

Vocabulary: *power, state of the union, electoral college*

Guide questions:

Which members of our government make up the executive branch?
What are the President's powers?
What are the President's duties?
What are the duties of the members of the Cabinet?

What changes did the Twelfth Amendment make?
What power does the electoral college have today?

D. CIVIC UNDERSTANDING AND RESPONSIBILITIES

U.S.A. AT WORK (New York Times)

Vocabulary: *standard of living, skill, a host of, mass production, vital*

Guide questions:
What makes our standard of living rise?
What great change in our economy occurred since 1800?
Which fields had a reduction in jobs?
In which fields has there been an increase in jobs?
What other pattern of work has changed?
What kinds of workers are in greatest demand?

II. Arithmetic

HOW TO USE CHECKBOOKS (Eye Gate Films)

Vocabulary: *checking account, balance, endorse, interview, forms*

Guide questions:
Why do we use checks?
Why is it easier and safer to pay by check?
Do you need money in the bank in order to have a checking account?
If the service fee on a special checking account is $3 per month, how much does this cost you over a year?
How much will you have left in your $200 account after you write checks for $80, $22, and $7.98?

III. Science

MADAME CURIE (Health Heroes)

Vocabulary: *annals, spontaneously, rigorous, ardent, cherish, isolate, pastime, reveal*

Guide questions:
What was Marie Curie's cherished dream?
What steps did she take to achieve her ends?
What are the three discoveries revealed in properties of matter?
How did Madame Curie serve mankind?
How has the world honored her?

Speech and Oral Structure

The spoken English of most undereducated Americans is usually considered acceptable by their community standards. These may frequently condone such usages as "aint," "we is," "to home," some of which may meet acceptance in Webster's Third New International Dictionary but not in the opinion of the teacher. The educated community is likely to label the usage as substandard, an opinion that often has serious implications for employment and social mobility. Early concentration on faulty oral patterns may serve to discourage the student, however. Admitting his illiteracy has, in many cases, been a difficult step. Being criticized in other areas where he believed he had competency may destroy his confidence completely.

As student security grows, the teacher may offer some suggestions about improvement in oral expression. Most of the time, these will be suggestions about structure or pronunciation. Intonation difficulties are practically non-existent among English-speaking students.

No great stress on oral structure work is recommended. For one thing, improvement will come with increasing literacy. As the student reads more and more, the correct structural patterns he grows accustomed to seeing will become a part of his expression, too. For another, in a functional program the focus of teacher attention must be on the area of greatest need – the acquisition of literacy skills.

When oral structure errors are common, the teacher may devote lessons from time to time for their correction. The use of "we are" (instead of "we is"), for example, may be discussed, the reasons for the usage explained, and some 'round the room practice introduced. One drill that is usually effective consists of rapid statements by the teacher – "I ..... here"; "We ..... here"; "He ..... here"; "We ..... here"; "You ..... here"; "She ..... here"; "We ..... here" – followed by individuals supplying the correct form of "to be" just as quickly. The purpose of the speed is automatic control. Students who are secure enough to take criticism may also be corrected when they revert to the old pattern in their free conversation. If they are sufficiently self-motivated in their desire to improve themselves – and most of them are – they will be earnest in their efforts to rid themselves of these "stigmas" of inadequate education.

Pronunciation errors usually cluster around distortions of the voiced and voiceless *th*, with substitutions of *t/d* or *f/v*, as follows:

θ (voiceless *th*) ⟶ f or t

$\eth$ (voiced *th*) ⟶ v or d

The substitution for the vioceless *th* may be either of the other two voiceless sounds, as, for example, in the use of "noting" or "nofing" for "nothing." Similarly, the substitution for the voiced *th* may be either of the other two voiced sounds, the speaker saying "broder" or "brover" for "brother."

Training begins with sound identification exercises. The student must be able to hear the difference between the sounds before he can produce them correctly. Working on the substitution of *t* for *th* in the expression "*tanks* a lot" for "*thanks* a lot," for example, the teacher will begin with minimal pairs (words which sound alike in all but one element):

tanks	thanks	bat	bath
tin	thin	pat	path
tree	three	root	Ruth
true	through	toot	tooth
tie	thigh	heart	hearth

The teacher says these words, stressing the pronunciation of the *t* and the *th*.

He then proceeds to exercises which test the student's ability to hear the difference, such as:

Raise your hand when you hear me say *t* (or *th*).

Thelma told me to say thank you to you.

(*th* – 2; *t* – 3)

I think Ruth is much too thin..

(*th* – 3; *t* – 1)

Count the number of times I say *t* (or *th*).

(Be sure to keep the numbers uneven in this exercise)

Arthur will have a party on his sixth birthday.

(*th* – 3; *t* – 1)

Will it be on Tuesday or on a Thusrday?

(*th* – 1; *t* – 2)

The teaching of the production of the sounds may now begin:

For *t*, put your tongue above the upper teeth ridge

For *th*, put your tongue between your teeth.

Look in the mirror to see if your tongue is in the right position.

Both of these sounds are voiceless. That means you blow out the sound without voice.

Say *t*.

Say *th*.

Say these words with me.

Minimal Pairs.

Read these words up and down, then across.

Minimal Pairs.

Read these phrases.

three times three
through thick and thin
twenty-three thimbles
etc.

Read these sentences.

Take a breath.
Health is wealth.
Are you thirsty?
etc.

Errors more closely associated with regional substandard speech include the frequent substitution of the *nk* sound for the *ng* sound and the pronunciation of the vowel in "curl" like the diphthong in "coil." The teaching procedure follows the steps as described:

1. Presentation of the sounds in contrast (minimal pairs)
2. Hearing the difference
3. Sound production
4. Practice in minimal pairs, phrases, sentences, on-going conversation

Regional accents should not be confused with substandard speech. They are standard speech in the student's original community. Students who feel self-conscious about these may be helped to achieve "standard American speech" through concentration on the particular sound involved. Presenting the sound contrasts (with or without the regional accent, in this case), getting the student to hear the difference, and practice in the production and use of the sound in connected speech remain the recommended teaching procedures.

Mispronunciation of new or long words is usually the result of unfamiliarity. These words should be taught in the context of vocabulary enrichment.

Sequential Arithmetic

The time or emphasis given to arithmetic in Basic Adult Education classroom teaching depends, of course, on the need. But this, in turn, must be measured in terms of the total literacy need, the relative importance to the student of the reading, writing, or arithmetical skill he is trying to acquire. Total or almost total illiteracy often means arithmetic illiteracy as well, and the skills can be integrated without any difficulty in the concomitant teaching process. In most cases, however, the need for reading and writing is the greater need. It is up to the teacher to determine both the amount of time to be devoted to arithmetic in the classroom and the degree of grouping or individual help that should be undertaken.

The following is a sequential program in arithmetic that the teacher may use as he requires it:

Beginning Level

1. Simple addition and subtraction

6	4	7	5
+3	+5	−2	−4

2. Addition of four two-place numbers in a column with the "carry"

21
43
35
64

3. Subtraction of two-place numbers

45
−23

4. Multiplication tables through 4's
5. Column addition of three-place numbers
6. Multiplication of two and three-place numbers by one number

Intermediate Level

1. Addition of five and six five-place numbers in a column
2. Subtraction of five-place numbers with borrowing
3. Addition to five-place numbers with decimals (sums)

4. Subtraction of five-place numbers with decimals
5. Multiplication tables through 8's
6. Multiplication using one-place multiplier
7. Multiplication tables through 12's
8. Multiplication of two and three-place numbers by one-place multiplier
9. Multiplication by two-place multipliers; by three-place multipliers
10. Short division – one-place divisor
11. Long division – two-place divisor
12. Concept of fractions – halves, thirds, fourths

Advanced Level

1. Addition of fractions
2. Subtraction of fractions
3. Multiplication of four-place numbers by three-place multipliers
4. Division of four-place numbers by three-place divisors
5. Multiplication of decimals
6. Division of decimals
7. Multiplication of fractions
8. Division of fractions
9. Percentage in purposeful problems (finding amount when total and rate are given: salary deductions, taxes, bank interest, discount, commission, loans)
10. Problems of giving work-cost estimates, computing overtime pay, figuring out totals of on time purchases, and others with related vocabulary

Methodology

Inductive – from the problem, that is the example, to the explanation to the drill (flash card), to the application in another problem

Content

This is always related to the adult needs and interests of the students. For example:

1. If one token costs 15¢, how much will five tokens cost?
2. If you bought a dozen eggs and ate three this morning, how many do you still have?
3. If your gross salary is $65 per week and your net salary is $57, how much is withheld?
4. If Mr. Jones has $500 in the bank and the interest rate is four percent every quarter, how much will he have at the end of three months? At the end of six months? at the end of a year?
5. If Mrs. Jones earns $2 an hour for a thirty-five hour week and gets time and a half for overtime, how much will she earn for three overtime hours? How much will her salary be at the end of the week?
6. If Mr. Brown who is in the rug business sells 17¼ yards of broadloom from a roll measuring 50½ yards, how much is left on the roll?
7. If Mrs. Green buys a television set for cash, the price will be $96.95. On time, she will pay a $25 deposit plus $10 a month for ten months. How much will she be paying for the set if she buys it on credit?

A Guide to Drill Activities

This section includes and supplements the exercises described in the methodology sections for each student level.

For Word Recognition

1. Identify objects in the room from their labels. These must be carefully planned to avoid object identification without reading. Labels that might purposefully be placed near a door, for example, could include such words as "knob," "lock," "bell," "button," "glass,' "wood."
2. Identify signs in the room.
3. Choose the word – from a list of familiar words – that match a picture. See page 9, Beginning Section and page 20, Intermediate Section, for others.

For Recognition of Structural Elements in Words

1. Underline rhyming words.
2. Underline words beginning with the same sound.
3. Underline words ending with the same sound (oth*er*, moth*er*).
4. Make new words by changing the beginning sound (*s*eat, *m*eat, *b*eat).
5. Make new words by adding common suffixes (read*ing*, fast*er*).
6. Make new words by adding "e" mad, mad*e;* hid, hid*e*; pet, Pet*e*).
7. Find the little word in the bigger one (m*eat*, wo*man*, pl*ate*, *to*day).
8. Find the missing sound (b-nk, h-pe, l-ke, m-t).
9. Draw lines after common prefixes (un/true, re/pay, mis/place).
10. Draw lines before common suffixes (kind/ness, quick/ly).

See pages 19 and 20, Intermediate Section, for others.

For Reading Directions

1. Underline the most important words in the directions.
2. Do what the directions say.
3. Tell what the directions say.

For Alphabetization Study

1. Arrange words in the order of the alphabet (from a scrambled list of familar words).

2. Write some familiar last names (of employer, landlord, brother, cousin, married sister) and arrange them in alphabetical order.

For Recognition and Writing of Numbers

1. Write the correct number of words next to each number:

   Example: 4. *four*

2.	7.	3. .....
6.	9.	1. .....

2. Write the number (or number word) to answer these questions:

   How old are you?
   How many days are there in a week?
   How many pennies are there in a dime?

For Phrase Recognition

See page 9, Beginners Section

For Sentence Recognition

See page 9, Beginners Section

For Development of Meaning Vocabulary

1. Draw a line between the words that have the same meaning:

friend	small
a lot	pal
little	many

2. Draw a line between the words that have the opposite meaning:

big	short
good	small
tall	bad

3. Find other words that mean the same:

   big (large, huge, immense)
   girl (female, miss, young woman)
   lift (raise, pull up, hold up)

4. Choose the best meaning for each word:

   smart (clever, nice, good)
   student (teacher, pupil, school)
   fix (clean, help, repair)

For Comprehension Development

1. Underline the words that tell *who, what, when, where, why, how.*
2. Tell what happened first (second, third) in the story.
3. Name all the people in the story.
4. Make up a new title for the story.
5. Underline the most important sentence (or paragraph) in the story.

See pages 20 and 21, Intermediate Section, for others.

For Capitalization Practice

1. Rewrite sentences, putting capital letters where they belong.
2. Put the name of the right day of the week in the blank
   Today is .....; The day after Monday is .....
3. Write the full names of family members (or others).
4. Write the initials after each name.

See text for other suggestions.

For Practice with Abbreviations

1. Write the abbreviations for words (Mister, Doctor, inch, heavy, street, care of).
2. Write the word for which the abbreviation stands (apt., lb., Bx., Fri.).

For Practice with Periods, Question Marks, Apostrophes

1. Which of the sentences needs a question mark? A period?
2. Rewrite sentences, putting periods or question marks where they belong.
3. Put the apostrophe where it belongs (boy's, women's, friend's, friends').

Organized Trips

For the undereducated native American, the organized trip usually has a unique significance. As for all students, the field trip is a reinforcement of the classroom learning experience and must always be related to that learning. But the personal satisfactions derived from the trip by students in the Basic Adult Education classes are frequently even more meaningful.

Whether it is because of ignorance, or fear (not being able to read signs, directions), inertia, or even, in some cases, a feeling of not-belonging or not having the right to "higher horizons," the environment of the undereducated American is likely to be an extremely limited one. He may or may not have visited the Statue of Liberty. The chances are, however, that he has only vaguely heard about the Cloisters, never dreamed of visiting a night court, and has not dared venture behind the imposing facades of a number of public places that might be interesting to him. One of the important criteria for the teacher to consider in the planning of a trip is how much opportunity it offers for broadening of experience. This, again, is concomitant teaching, extending to students, along with literacy skills, the motivation of interests to help them live as fully as they can in a world even whose physical horizons seem to be unlimited.

A field trip involving participants of differing backgrounds and educational levels also has particular values for Basic Adult Education students. The sharing of common experience implies acceptance, per se motivation in the learning process. Trips planned on a city-wide basis by the Adult Students Council offer the best opportunities for such sharing. These can be supplemented, however, by trips planned to involve more than one class in a school and selected classes from more than one school.

The teacher may provide the stimulating interest, the guidance, the care that makes certain the projected trip is related to classroom learnings and that, hopefully, it will contribute new insights, attitudes, and information. But the specific planning of the trip belongs to the students. This is the opportunity for committees or individuals – depending on the literacy level – to accept the responsibility for keeping a list of students planning to go, for making arrangements about how to travel, where to meet, where to have refreshments, for collecting money when necessary, for keeping records of deposits, and other such participating and literacy skill-building activities.

The kinds of trips chosen depend to some degree on the time and money involved. A number of suggestions are offered in the *English as*

a New Language Manual. As student experience broadens, the teacher may want to focus more on trips permitting students a view of the democratic processes at work – internationally, nationally, and, most important for our potential participants, in the civic and other organizations on the community level.

All field trips require classroom preparation and follow-up. Besides motivation and relationship to class learning, preparation includes a content and vocabulary orientation. Students need to be alerted to things to look for, terms they will hear, signs they will see. If the trip is to be more than an isolated experience, it must also be followed up with related activity and direction. Activity may include reports and discussion about the trip, involve associated map study or reading, lead to the writing of thank you notes, the collection of items for a scrap book, the plan for a return visit. Direction goes beyond the classroom to a utilization of the experiential learnings in continued growth and participation.

Sample Lesson Plans

These sample lesson plans are intended as a guide indicating to the teacher the content that may be covered on the various levels and the methodology that is recommended.

BEGINNERS LEVEL

Aims

1. To promote progress in the development of a sight vocabulary
2. To develop ability to read simple sentences
3. To provide practice in using elements of known words as aids in recognition of new vocabulary
4. To provide writing practice in spelling and in filling out simple forms
5. To teach basic related subject area skills

Motivation

Occupation displacements and need for new job attitudes, outlooks, and information

Audio-Visual Materials

NYSES identification cards

Flash cards for word recognition drill

Pictures to be matched with words

Conversation

Household and office cleaning as a well-paying occupation for which there is a continuing demand

Skills that are needed for this kind of work (knowledge of modern appliances, ability to read directions on bottles, cans, notes left by employer, writing skills for taking messages when this is required, arithmetic skills for figuring out pay plus carfare, for marketing when this is part of job)

Benefits – Social Security and Workmen's Compensation

Resources for finding such employment

Theme Development

A household worker makes $1.25 (*or more*) an hour.

A cleaner may be a man or a woman.

A cleaner works with soap, a brush, a mop, a broom, and a vacuum cleaner (words on this list depend on class ability).

Reading

Oral

Initial line-by-line reading by teacher, class, groups, individuals

Rereading after drill work

Recognition Testing and Practice

Which line tells how much a household worker earns?

Which line tells what a cleaner uses on the job?

Which line says that a cleaner can be a man or a woman?

Word Identification

Find the word "man," "woman," "worker," "mop" (covering all the words a number of times)

Find a picture (on the chalkboard ledge) to match words the teacher says: "soap," "broom," "brush," etc.)

Flash card drill

Vocabulary Development Drills

Use the words on the flash cards in complete oral sentences

Use non-spelling words in complete oral sentences (agency, NYSES, vacuum, appliances, benefits)

Phonics

1.

akes	*our*	*op*
takes	hour	mop
lakes	sour	top
cakes	flour	cop
bakes		hop
makes		pop

2. Find the small word in these big ones:

woman	hour	cleaning
worker	household	employment

3. What are some other words we can make by adding "er"? (walker, teacher, singer)

Writing

Write in the letters that will complete these words:

w....man ....our m....kes m....p

Write in words to complete the sentences:

I ..... $1.25 an hour.

A cleaner works with a ..... and a .....

Fill in the NYSES identification cards (last name, first name, address, birth date, social security number, signature)

Arithmetic

Writing of the dollar sign

Use of the decimal point to indicate cents

Addition – $1.25 plus $1.25

Problem: If my rate of pay is $1.25 per hour, how much will I make for two hours work? For four hours work?

Social Studies

Function of NYSES (See Conversation)

History of social legislation about wages and hours

Science

Automation and its implications for the labor market

Culminating Activities

Discussion of plan to invite an NYSES representative to talk to class

INTERMEDIATE LEVEL

This lesson involves preparation for textbook reading.

Aims

1. To develop capacity for quick and accurate word recognition with practice in word analysis skills
2. To develop habit of silent reading for comprehension
3. To provide functional writing practice – addressing an envelope, filling out a tax form
4. To provide information about tax laws and uses, and practice in filling out tax forms, addressing an envelope, and figuring out an arithmetical tax problem

Motivation

Requests by students for help in filling out tax forms

or

News items about new or revised tax laws, Federal budget, Federal expenditures

Audio-Visual Materials

Flash cards

Envelopes for practice in writing addresses

Copies of income tax short forms

Conversation

Various kinds of taxes

Relationship of taxation to expanding government services, programs

The income tax amendment

Introduction of Reading Vocabulary

Words – as they appear in the context of the class discussion – are placed on the chalkboard by the teacher:

tax-taxes	city (review)
government	amusement
income	repair (review)
sales	expenses (review)
state (review)	Federal (review)

Word Recognition Drill

Flash card drill

Identifying the word that the teacher says among those written on the chalkboard.

Phonics

1. Find the small word in these big ones: income, government, amusement
2. What other words can we make by adding "ment" (employment, enjoyment, amendment, department, and other familiar words)
3. *ale*
   sale
   male
   hale
   gale
   tale
   stale

Reading

Text: (to be noted with page number)

Silent reading – sentence by sentence (or larger units if class is ready for it), each sentence – or larger unit – to be preceded by a question from the teacher. [based on page 229 in *We Americans*, see Bibliography]

Sentence #1 – Who enjoys paying taxes?

Sentence #2 – How do taxes help the government?

Sentence #3 – How are taxes used by the government?

Rereading of total paragraph

Further comprehension questions and discussion – pro and con – of current tax or spending program

Writing

Addressing an envelope to Internal Revenue Service

Dictation of sentences with new and review vocabulary

Social Studies

See *Conversation*

Arithmetic

Problem (involving addition, subtraction and multiplication): income tax deduction for four dependents from one annual base salary of $4500

Science

Types and values of scientific research for which government uses tax money

Culminating Activities

Filling out first five lines (approximate – depending on class level) of income tax short form

ADVANCED LEVEL

Aims

1. To develop an understanding of important elementary scientific facts
2. To develop ability to read material containing vocabulary of daily usage with ease and understanding

3. To provide dictionary practice
4. To provide letter-writing practice
5. To convey related subject area information

Motivation

Space exploration – its most recent development

Audio-Visual Materials

Newspaper weather map
Weather thermometer
Film – "Our Weather" (11 minutes) Encyclopedia Britannica Films
or
Filmstrip – "Weather" – Harcourt, Brace and Co.,
or
"Why Does the Weather Change?" – Society for Visual Education, Inc.

Reading

Text (Title and page number to be noted on lesson plan)

VOCABULARY ORIENTATION

The following key words are from an article in *News for You*, Level B

airplane (review)	weather	transportation (review)	cloud
	thermometer		desert
heat (review)	climate (review)	space age	communication
temperature	forecast	wind (review)	crop
		jet travel	

SILENT READING

COMPREHENSION TESTING

True and False questions
Comprehension Questions ("What . . . .?" "How . . . .?" "Why . . . .?")

REREADING AND DISCUSSION

Dictionary Study Exercise

1. Arrange these words in alphabetical order:
   jet
   crop

forecast
space
thermometer

2. Find the common meaning given for each of them in the dictionary

Writing

Original writing – a sentence with each of these words

Dictation of a brief letter about the recent weather in New York (letter to be shown on lesson plan)

Social Studies

Name government and private agencies that are interested in weather forecasts (hurricanes, tornadoes, floods)

Why?

What happens when a region is declared a "disaster area"?

Arithmetic

Use simple bar graphs to chart weather (an on-going project) on flannel or bulletin board

Culminating Activities

Show film or filmstrip

Bibliography

Literacy and subject area teaching of undereducated adults constitute a field which has only recently begun to attract publishers' attention. The need for simply written, adult-centered materials exists on all levels. It is particularly apparent in beginning and intermediate literacy classes where graded, functional content and method of presentation are significant motivating factors. Adequate preparation for the reading experience is essential here if the "fugitive from failure" pattern so common among undereducated adults is to be broken.

Not all of the books listed below meet these standards. Some are child oriented. Others were originally written for adults studying English as a new language. Still others seem to plunge the student too abruptly into the reading effort. With the guidelines indicated in this manual, however, it is hoped that all may be adapted for purposeful use by teachers.

Because of the new reevaluation of principles and methodology in the field of adult basic education, it has been generally considered advisable to limit listings in the following bibliography to texts published in the last ten years.

A number of titles have been noted, both in the reading references for teachers and in the teacher manuals accompanying some of the student texts, which present experimental and controversial methodologies. They have been included to give the teacher a broad concept of current thinking in the field of literacy education.

NOTE: The numerals in the left-hand column indicate the levels for which the books are suitable. The numeral *1* represents Beginners; *2*, Intermediate; *3*, Advanced. Where a book is suitable for all three levels, *All* has been used.

FOR STUDENTS

Reading and English Usage

2, 3 ALESI, GLADYS E. AND PANTELL, DORA F. *Family Life in the U.S.A.: An Easy Reader.* New York: Regents Publishing Co., Inc., 1962.

A continuous adult-centered story presented in sequentially graded chapters with comprehension questions and language usage exercises. Each chapter contains two reading selections,

the second intended for reinforcement of the first or for basal reading with the more advanced students in a class.

1, 2 ———. *First Book in American English.* New York: Oxford Book Co., 1962.
Sequentially developed reading, writing, and language exercises built around adult content. Originally written for students of English as a new language, the book may be used in literacy classes on beginning and intermediate levels.

2, 3 ———. *Second Book in American English.* New York: Oxford Book Co., 1964.
Functional adult content presented as a continuous story and including such units as *Where to Look for a Job, Buying on Credit, Keeping Healthy, Having Fun,* and similar functional areas. Reading selections are in the form of dialogues followed by comprehension and language practice exercises.

2, 3 ALLEN, VIRGINIA F. AND OTHERS. *Reader's Digest Readings — English as a Second Language.* Pleasantville, New York: The Reader's Digest, 1964.
A new series of six, again prepared for the non-native speaker of English. Content and language exercises may be used as supplementary materials, however, with intermediate and advanced literacy classes.

2, 3 BAUER, JOSEPHINE. *English as a Communication Skill.* Madison, Wisconsin: USAFI, 1963.
Workbook for adults, with excellent exercises in language usage and writing.

1 BRIGHT, EMMA L. AND OTHERS. *Home and Family Life Series.* New London, Connecticut: Arthur Croft Publications, rev. 1954.
Practical reading lessons on an extremely simple level with an accompanying teacher text containing sample lesson plans. Includes *A Day With the Brown Family, Making a Good Living, The Browns at School, The Browns and Their Neighbors.*

1 CASS, ANGELICA. *Everyday English and Basic Word List for Adults.* New York: Noble and Noble, 1960.
Essential words grouped as they relate to simple lessons plus an alphabetized vocabulary list. The book may be used as a base for the building of lessons in reading, writing, and spelling.

1, 2 ———. *Live and Learn.* New York: Noble and Noble, 1962.
A collection of reading selections. Value of material varies. Word study exercises follow each lesson.

2, 3 CASS, ANGELICA W., HAYES MARY T., AND THOMAS, LYDIA A. *Adult Education Reader, Levels A and B.* Pleasantville, New York: The Reader's Digest, 1954.
Simplified articles and stories from Reader's Digest with work study and reading comprehension questions following each selection.

2, 3 DIXSON, ROBERT J. *American Classics*, Books I-X. New York: Regents Publishing Co., Inc., 1953, 1964.
Stories by Poe, Cooper, Hawthorne, Melville, etc., simplified and adapted with exercises for study and vocabulary development. Vocabulary range: 750 words in Book 1; 2600, in Book X.

1 DIXSON, ROBERT J. AND BOGGS, RALPH S. *English Step By Step.* New York: Regents Publishing Co., Inc., 1960.
Originally written for the foreign-born. Reinforces learnings in vocabulary and language usage.

3 FEIGENBAUM, LAWRENCE. *Successful Reading.* New York: Globe Book Co., 1958.
Written to provide remedial reading material for secondary school students, the book may be similarly useful in the adult program. Three sections: *Reading from Information, Reading for Pleasure,* and *Building Reading Skills.* Advanced vocabulary and sentence structure.

1 HENDERSON, ELLEN C. AND HENDERSON, TWILA L. *Learning to Read and Write.* New York: Holt, Rinehart and Winston, Inc., 1964.
Intended as a literacy skill-building text for teaching reading, writing, and spelling on a third to fourth grade reading level. The approach to reading emphasizes consonants, with vowels as incidental "inner speech" learning. A teacher's guide at the back explains this unusual method. A marker and programed instruction section provide tools for drill.

1 LAUBACH, FRANK. *Streamlined English.* New York: The Macmillan Company, 1945, 1955.
Based on the Laubach phonetic reading system. Simple adult content, limited vocabulary, with oral and reading practice of sounds and their spelling.

2 LAUBACH, FRANK AND HORD, PAULINE. *A Door Opens.* New York: The Macmillan Co., 1963.
Twenty stories about a family, with carefully controlled vocabulary and sentence structure. Based on the Laubach reading method.

2 ———. *Going Forward.* New York: The Macmillan Co., 1963.
A continuation of the stories developed in *A Door Opens.* Progressively more difficult vocabulary and sentence structure.

2 McFadden, Dorothy Loa. *Growing Up in Puerto Rico.* New Jersey: Silver Burdett Co., 1958.
Though designed for primary school children, this book may serve as suitable supplementary reading material for adults with limited literacy ability. Content is interesting and vocabulary and sentence structure simple.

1, 2 Neal, Elma and Foster, Inez. *Study Exercises for Developing Reading Skills,* Levels A, B, C. New Jersey: Laidlaw Bros., 1957.
Workbook exercises designed to help build reading and comprehension skills.

1, 2 New York City. *Fundamental Adult Education Booklets.* Board of Education, 1964-65.
A series in which civic education serves as the content of the reading selections. The integrated approach allows for the inclusion of related writing and functional arithmetic. Large print and good illustrations. Book entitled *Getting Around in New York City* is particularly suitable for beginners.

1 *Operation Alphabet, TV Home Study Book.* Washington, D.C.: The National Association of Public School Adult Educators, 1962.
One hundred lessons designed to accompany the Operation Alphabet television teaching series. Adult material and controlled vocabulary. Exercises will need to be provided by the classroom teacher if the text is used without the television program.

1 Parker, Don H. *Reading Laboratory Kits.* Chicago: Science Research Associates, 1964.
One hundred and forty-four graded reading booklets with a teacher's handbook, listed vocabulary, testing cards, answer cards, and colored crayons. Material is designed to permit readers to develop at their own pace. Content and illustrations are child oriented.

All *Reading Skill Builders.* Pleasantville, New York: The Reader's Digest, 1958, 1959, 1960, 1963.
Stories and articles from The Reader's Digest adapted and presented in a series of booklets. Key words preface selections; comprehension questions and excellent reading skill-building

exercises follow. Illustrations and content are child oriented but usually interesting enough to hold adult interest. The series is graded, may be selectively used on beginning, intermediate, and advanced levels for classroom or supplementary reading.

2 *Reading for You Series.* Syracuse: The New Reader's Press, 1963.
Good Manners in the U.S.A.
Trouble and the Police
The First Christmas Tree
We Honor Them
A series of booklets on approximately the sixth grade reading level. The first two need to be carefully handled to avoid any implications of social censure; the third is a German legend of seasonal value; the last, a series of one-page stories about twenty American Negroes.

1 RICHARDS, I. A. AND GIBSON, CHRISTINE. *First Steps in Reading English.* New York: Cardinal Pocket Books, 1958.
Presentation in accordance with principles of the Basic English method. Controlled vocabulary.

3 *Rochester Occupational Reading Series.* Chicago: Science Research Associates, 1954.
Includes *Restaurants and Cafeterias, Gas Stations, Bakeries, Supermarkets,* and *Truck Farming.* Each book is a continuous story of the experiences of young people working, or looking for work, in that area. Word study and comprehension exercises are provided as well as integrated learnings in writing, arithmetic, and social studies. Non-vocational content is specifically child oriented, however.

1, 2 ———. *The Job Ahead* (and others). Chicago: Science Research Associates, 1962.
Stories presented on second, fourth, and sixth grade reading levels. Content and pictures are oriented to young people finding their place in the world of work and to their social interests. Exercise workbooks and a teacher's guide are available.

1 *Step One.* Pleasantville, New York: The Reader's Digest, 1964.
To date, the series includes four booklets, each containing simplified stories from Reader's Digest issues and excellent exercises in vocabulary development, word-attack skills, and comprehension testing. Suitable for beginning adult readers. Teacher will need to supply pre-reading vocabulary preparation.

1 SMITH, EDWIN H. AND LUTZ, FLORENCE R. *My Country*. Austin, Texas: The Steck Co., 1956.
Simple reading selections with exercises in correct usage. Ample space for writing practice.

1 TANYZER, HAROLD J. AND MAZURKIEWICZ, ALBERT J. *Early-to-Read i/t/a Series*. New York: Pitman's ITA Publications, Inc. (20 E. 46 St.), 1964.
Six readers, five workbooks, teachers' manuals, and supplementary aid embodying the principles and method of the Pitman forty-four-letter alphabet approach. The books are intended for children first learning to read and write. They may be of interest to the adult education teacher who wishes to experiment with a new methodology.

2, 3 TURNER, RICHARD H. *The Turner-Livingston Readers*. New York: Fallett Publishing Co., 1962.
A series of six books on a high interest level prepared for adolescent readers. Each book is a story told in short lesson sections.

2, 3 ———. *When People Talk On The Telephone*, Books A and B. New York: Bureau of Publications, Teachers College, Columbia Univ., 1964.
Dialogues on a high interest level. May be used as supplementary reading.

3 WACHNER, CLARENCE W. *English for Adults*. New York: Holt, Rinehart and Winston, 1964.
A traditional approach to the study of grammar, punctuation, and spelling. Later chapters deal with sentence, paragraph, and composition instruction, speech-making and discussion procedures, discriminating listening, and suggestions about uses of the library, recommended readings, and techniques for reading improvement.

2, 3 WEINHOLD, CLYDE E. *English*. New York: Holt, Rinehart and Winston, 1963.
A traditional approach to the teaching of English grammar and usage with units on oral communication, basic writing skills, and literature.

Related Writing Skills

All BENTHUL, HERMAN F., ANDERSON, EDNA A., UTECH, ARLYS M., AND BIGGY, VIRGINIA M. *Spell Correctly*. Morristown, New Jersey: Silver Burdett Company, 1964.

A graded series (1 through 8) each with a teacher's edition, using linguistic approach. Exercises are provided for word analysis (prefixes, suffixes, multiple meanings, word form changes), dictionary usage, and development of handwriting skills. Intended for children, these books may be helpful to the teacher of adults in planning literacy upgrading on all levels.

2, 3 COON, HORACE. *How to Spell and Increase Your Word Power.* New York: Signet Publishing Co., 1959.
Words from newspapers, with spelling rules and quizzes.

2, 3 SHEFTER, HARRY. *Six Minutes a Day to Perfect Spelling.* New York: Washington Square Press, 1962.
A self-help text for individuals to proceed at their own pace.

Dictionaries

1, 2 *Basic Dictionary of American English.* New York: Holt, Rinehart and Winston, Inc., 1962.
Excellent for adult beginning and intermediate students. The introduction includes graphic instructions on how to use the dictionary and sections on word meanings, syllabification, pronunciation, and spelling, all with meaningful practice exercises. Clear print and illustrations.

All THORNDIKE, E. L. AND BARNHART, C. L. *Thorndike-Barnhart Advanced Junior Dictionary.* Fair Lawn, New Jersey: Scott Foresman and Co., 1957.
Designed for children but eminently suitable for use by adult students on all levels. 60,000 entries. Large print and many illustrations. Concise pronunciation key in front and back of book and a helpful explanatory introduction.

Newspapers and Other Periodical Materials

2, 3 *Current Events.* Columbus, Ohio: American Education Press.
A weekly periodical highlighting current news. An excellent transition to daily newspaper reading for superior intermediate students and for advanced groups.

2, 3 *Every Week.* Columbus, Ohio: American Education Press.
A weekly written on the same level which may be used as a transitional step to daily newspaper reading.

All *My Weekly Reader.* Columbus, Ohio: American Education Press.
A weekly newspaper on three levels. Intended for children but

may be used selectively with adults. Comes with teacher's edition.

All *News for You.* (Robert S. Laubach, Ed. and Publisher) Syracuse, New York: School of Journalism, Syracuse University.
A four-page weekly periodical offering current news in simple vocabulary and structure with comprehension exercises and drills in English usage. Based on the Laubach method of teaching reading. Comes in levels AA, A, and B for various grades, with a teacher's edition.

2, 3 *Read.* Columbus, Ohio: American Education Press.
A monthly magazine with human interest stories, science articles, and current events.

All *Scope.* New York: Scholastic Publications.
A weekly magazine for teenagers and young adults; contains news of the week and stories of people who have made good. Simple vocabulary on a high interest level.

All *World Events.* Morristown, New Jersey: Silver Burdett Company.
A weekly news chart summarizing the important events of the week, *World Events* provides an excellent means of promoting class discussions and of developing various important social studies concepts. Special map issues provide updated visuals for classroom display.

All *World News of the Week.* Chicago: News Map of the Week, Inc.
A weekly magazine for teenagers and young adults; intended for high school drop-outs; contains news of the week and stories of people who have made good. Simple vocabulary on a high interest level.

Arithmetic

All Brice, Edward Warner. *Arithmetic.* New York: Holt, Rinehart and Winston, 1963.
Functionally related arithmetic text with many exercises to reinforce learnings and test knowledge of fundamental processes and of computations with fractions and decimals. Content is adult oriented.

1 Bright, Emma and Mitchell, Eva. *Workbook in Arithmetic.* New London: Arthur Croft Publications, 1957.
The four fundamental processes, a section on numbers and the value of coins in our monetary system, and simple problem-solving exercises in weights and measurements. Can be used as a workbook or a text.

3 Brown, Kenneth, Simon, Leonard, and Snader, Daniel. *General Mathematics*, Book II. River Forest, Illinois: Laidlaw Bros., 1963.
Written for the junior high school but may be used selectively with adults. Job-oriented chapters involving income management, social security, tax, and payroll mathematics and the mathematic problems of consumer education. Chapters I, II, III, IV, and XI deal with the fundamental processes, decimals, fractions, and percent. Each chapter ends with review exercises, a vocabulary review, and a chapter test. Comes with an excellent teacher's manual.

2, 3 Grossnickle, Foster E. *Fundamental Mathematics for Adults.* New York: Holt, Rinehart and Winston, Inc., 1964.
Eleven chapters using developmental methods and proceeding from whole numbers through fractions, decimals, and per cent to informal geometry and beginning algebra. Practice exercises at the end of each chapter.

2, 3 Upton, C. B., Fuller, K. G., and Whitsun, M. E. *Discovering Mathematics – American Arithmetic.* New York: American Book Co., 1963 (second edition).
Modern concepts of mathematics with emphasis on skill development as a habit. Written for children but can be used to advantage with adults. Chapter V includes problems in installment-buying, budgets, bill-paying, and other adult functional areas.

3 Welton, Paul L. and Rogers, William W. *Shop Mathematics at Work.* Morristown, New Jersey: Silver Burdett Co., 1950.
Vocationally oriented mathematics. Comes with separate answer book. An adult approach.

Science

2, 3 Branley, Franklyn M. *Reader's Digest Science Readers.* Pleasantville, New York: The Reader's Digest (Red and Green Books) 1962; (Blue Book) 1963; (Orange Book) 1964.
Stories and articles adapted from Reader's Digest issues about astronomy, space science, the earth, living things, and matter and energy. Language and structure may be handled by superior intermediate students and by advanced groups for supplementary reading. A glossary includes comprehension questions and definitions of science words.

2 HYDE, MARGARET O. *Off Into Space.* New York: Whittlesey House, McGraw-Hill Book Company, Inc., 1959.
Written for 8-12 year olds, the book nevertheless contains enough exciting content to hold adult interest. Important facts about gravity, atmosphere, the solar system, principles of rocket travel, and astronomy are presented in suitable vocabulary and sentence length.

1, 2 New York City. *A Doorway to Science.* (The Puerto Rican Study, Related Curriculum Materials Series) New York: Board of Education, 1958.
Written for children of limited language ability, the book may be used with adults to teach practical concepts of everyday science. Principles are presented in graded vocabulary and simple sentence structure with good illustrations. Comes with teacher's edition.

1 PINE, TILLIE S. AND LEVINE, JOSEPH. *Electricity and How We Use It.* New York: Whittlesey House, McGraw-Hill, 1962.
Electricity in the home and in our industrialized world, principles, applications, understandable examples. Written for children but may be used for supplementary reading by interested adult students.

3 POMEROY, JOHN H. *Science.* New York: Holt, Rinehart and Winston, Inc., 1964.
Basic principles of geology, meteorology, astronomy, biology, chemistry, physics, and space science with practical applications and unit reviews.

3 READING AND RESEARCH PROGRAM. *The Forest. The Desert. The Sea.* Morristown, New Jersey: Silver Burdett Company, 1964.
Each of these three books may be used as science reading supplements for advanced students. Adapted from original titles prepared by the editors of Life Magazine. They come with a teacher's guide, sets of student worksheets, and educational four-color pictures.

3 SONNEBORN, RUTH A. *The Question and Answer Book of Everyday Science.* New York: Random House, 1961.
A book of information about questions in everyday science, such as how a telephone works, why the water in the ocean is salty, what constitutes a virus, and so on. Illustrations are child oriented; language and concepts, suitable for adult use.

2 SCHWARTZ, JULIUS. *It's Fun to Know Why.* New York: Whittlesey House, McGraw Hill Book Company, Inc., 1952.
A series of commonly asked questions about science in our immediate environment with suggestions for ways to find the answer, for example: why soap is an effective cleanser, why there are holes in bread, why wool is warmer than other materials. Written for children but suitable for adult use.

Social Studies

1 BALDWIN, ORREL AND STRUMPF, BENJAMIN E. *Living in Our Neighborhood.* New York: Noble and Noble, 1957.
The story of how people in a community work together. Although written for children, the book offers information likely to hold adult attention. Units on travel, food, clothes, home, weather, communication. Simple vocabulary and sentence structure.

2, 3 ———. *New York – Past and Present.* New York: Noble and Noble, 1961.
Written for children, most of the book can be used in adult intermediate and advanced classes. Suitable vocabulary and sentence structure. Good illustrations. Short-answer unit comprehension tests.

2, 3 CASS, ANGELICA. *How to Be a Wise Consumer.* New York: Oxford Book Co., 1959.
Basic advice for the consumer in the simple, everyday language of adults. Suitable as a supplementary reader in intermediate and advanced classes.

3 COLFORD, WILLIAM E. *Gateway to the U.S.A.* New York: American Book Co., 1954.
The story of New York: Its areas of particular interest – in recreation, in culture, historically, and as the home of many millions. Written for adults learning English as a new language. The interest level may also be high for native American students.

3 Common Council for American Unity. *Life in America.* New York: The Council, 1956.
Facts about American government, community life, social agencies, adult education resources, recreational resources, manners, and mores. May be used for resource reading.

2 COY, HAROLD. *The First Book of Congress.* New York: Franklin Watts, Inc., 1956.
The makeup and workings of Congress, simply presented with attractive illustrations. Intensive vocabulary preparation seems indicated, however, for either classroom or supplementary use.

3 CRABTREE, ARTHUR P. *You and the Law.* New York: Holt, Rinehart and Winston, Inc., 1964.
Legal guidance in installment buying, landlord and tenant relationships, mortgages, insurance, wills, civil rights, patents, copyrights, and similar areas with a glossary of legal terms.

3 CROTHERS, GEORGE D. *American History.* New York: Holt, Rinehart and Winston, Inc., 1964.
Highlights of American history from colonial times to the present with comprehension questions and completion exercises at the end of each chapter. Good illustrative maps. May be used as a subject area text or for supplementary reading and reference.

3 CUTRIGHT, PRUDENCE, KING, A. Y., DENNIS, I., AND POTTER, F. *Living Together in the Americas.* New York: The Macmillan Co., 1961.
The story of this continent, its geography and history interrelated. Written for elementary school children but may be used selectively by adults for supplementary reading or reference.

3 ———. *Living Together in the United States.* New York: The Macmillan Co., 1961.
The same book as the above without the chapters on Canada or Latin America.

2, 3 DEVINE, JAMES E. *Our New York.* New York: Noble and Noble, 1961.
Stresses the growth of democracy in the teachings about New York City and New York State history, geography, and government. Comprehension lessons at the end of each chapter. A work text originally prepared for seventh grade school children, the book may also be used in the adult education program.

2, 3 DIXSON, ROBERT J. *The U.S.A. — The Land and People.* New York: Regents Publishing Co., Inc., 1959.
United States geography in relation to the growth of the country. Presented in a vocabulary range of 1200 words with compresension questions, word study drills, and suggestions for discussion at the end of each chapter.

3 Dixson, Robert J. and Fox, Herbert. *The U.S.A. Series.* New York: Regents Publishing Co., 1960.
A series of short essays about outstanding figures in the development of America (Washington through Eisenhower), with word study and language exercises.

2, 3 Eibling, H. H., King, Fred M., and Harlow, James. Revised by Finkelstein, Milton. *The Story of America.* River Forest, Illinois: Laidlaw Bros., 1965.
A readable history with attractive maps and colored illustrations. Outstanding in its treatment of civil rights and the role of minorities. Suitable for students on intermediate and advanced levels.

3 Epstein, Edna. *The First Book of the United Nations.* New York: Oxford Book Co., 1959.
The story of the United Nations – its history, structure, and how it works. Large, clear print and attractive photographs. A good reference book for advanced students.

3 Fairchild, Johnson E. *Principles of Adult Geography.* New York: Holt, Rinehart and Winston, Inc., 1964.
The basic elements of physical geography including the principles of geology, oceanography, and meteorology, as they relate to man's environmental adjustments. Maps and review questions are included for each chapter and a glossary of terms is appended. Very advanced concepts and language.

3 Findlay, B. A. *Guaranteed for Life.* Englewood Cliffs, New Jersey: Prentice-Hall, 1955.
Brief review of Constitutional rights with two-color, cartoon style illustrations. May be used for resource reading.

2, 3 Fraser, Dorothy M. and Hoy, Harry E. *Our State,* Book IV, Social Studies Series. New York: American Book Co., 1961.
Integrated study of history, geography, civics, and economics with emphasis on human relations. Excellent maps and illustrations. A useful supplementary text, parts of which may be discriminatingly chosen for classroom work.

3 *Heroes of Emancipation.* New York: National Association for the Advancement of Colored People, 1964.
Stories of Negro leaders, largely with inspirational value.

3 *Introduction to Social Studies.* Washington, D. C.: United States Printing Office, 1962.

Originally prepared by the United States Armed Forces Institute to provide inductees with intensive history and geography learnings. Many graphic aids.

3 ISRAEL, SAUL. *Introduction to Geography*. New York: Holt, Rinehart and Winston, Inc., 1964.
Regional world survey covering each country's physical, cultural, social, economic, and political individuality as determined by topography, climate, and resources. With maps, study questions, and dictionary study suggestions. Suitable only as a reference for most advanced students.

3 LAW, FREDERICK HOUK. *Great Americans*. New York: Globe Book Co., 1953.
Short biographical stories about American heroes. Written for young people, the book may have inspirational value for adults as well. It may be used in advanced classes to stimulate discussion or for supplementary reading.

1 MCGILLIVRAY, JAMES H. AND ECHOLS, JAMES R. *People at Work*, Book I. New York: American Book Co., 1961.
Graded social studies reading with drills and exercises. Limited to six hundred words from among the one thousand most frequently used.

2, 3 ———. *Ten Great Americans*. New York: American Book Co., 1960.
Written for students of English as a new language, the book can be used to advantage with native Americans on the intermediate or advanced level. Oral and written exercises and a short play for dramatization are presented with each of the ten units.

2, 3 *New York State: A Citizen's Handbook*. New York: League of Women Voters of New York State, 1963.
The Empire State: its government structure, political parties, procedures for registration and voting, departments and services. Useful for both intermediate and advanced classes.

3 *Our United States*. Syracuse: The New Readers Press, 1962.
Articles reprinted from *News for You*. One page about each state with accompanying maps and pictures.

2, 3 PANTELL, DORA F. AND CASS, ANGELICA, W. *We Americans*. New York: Oxford Book Co., 1959.
United States government and way of life as shaped by our

history and traditions. Presented in graded reading selections with review questions.

2, 3 SCHERMAN, KATHARINE. *The Slave Who Freed Haiti.* New York: Random House, 1954.
The story of Toussaint L'Ouverture. Content of high interest level for supplementary reading and discussion.

2, 3 SHAWN, BERNARD. *Foundations of Citizenship,* Books I and II. Phoenix, New York: Frank E. Richards, 1963.
Chapters about the family, the community, and job responsibilities with numerous sketches and simple vocabulary and sentence structure. Graded and occupational vocabularies at the end of the book.

3 SCHWARTZ, J. M. AND GOLDBERG, M. J. *New York State in Story, Part II.* Phoenix, New York: Frank E. Richards, 1962.
New York State – its geography, government, agriculture, and manufacturing trades. Written for children. Parts may be used with adults, after adequate teacher preparation.

2, 3 SORENSON, CLARENCE W. *Way of Our Land.* Morristown, New Jersey: Silver Burdett Co., 1954.
Stories of people from different parts of our country with emphasis on inter-relationships. Written for children but can be enjoyed by adults in the intermediate or advanced groups. Clear print and fine illustrations.

2 United States Department of Health, Education and Welfare. *Bill Davis Gets a Social Security Card.* Washington, D.C.: U.S. Government Printing Office, 1960.
Old-age and survivors' insurance under the Social Security law explained in simple vocabulary and sentence structure. Suitable for intermediate classes after content and vocabulary orientation by the teacher.

1 ———. *Joe Wheeler Finds a Job and Learns about Social Security.* Washington, D.C.: U.S. Government Printing Office, 1964.
The rights and responsibilities involved in Social Security are used as the content for this beginning reading booklet.

All United States Department of Justice, Immigration and Naturalization Service. Washington, D.C.: United States Government Printing Office, 1964.
(ALESI, GLADYS E., COOKE, DOROTHY E., AND PANTELL, DORA F.)
Book I: Our American Way of Life
Book II: Our United States

Book III: Our Government
Intended primarily as citizenship preparation texts on beginning, intermediate and advanced levels, each of these books may be used as a basal or supplementary reader with native Americans. Pivotal discussion questions and word study precede reading selections; speaking, reading, and writing exercises follow.

3 VAN TIL, WILLIAM. *Prejudiced. How Do People Get That Way?* New York: Anti-Defamation League. Rev., 1962.
The social psychology of prejudice with provocative questions. Provides a good basis for discussion in advanced classes.

3 WHALEN, FRANK D. AND BALDWIN, O. *Our America.* New York: Noble and Noble, 1958.
The story of our country, starting with Leif Ericson. Workbook exercises come with every chapter. May be used for selective supplementary reading or as a reference text.

FOR TEACHERS

General Background

A Treasury of Techniques for Teaching Adults. Washington, D. C.: The National Association of Public School Adult Education, 1964.

Brunner, Edmond De. S., Wilder, Kirchner, Corinne, and Newberry, John S. Jr. An Overview of Adult Educational Research. Washington, D. C.: 1959: The Adult Education Association of the U.S.A., 1959.

Counselling and Interviewing Adult Students. Washington, D. C.: The National Association of Public School Adult Education, 1964.

Essert, Paul. *Creative Leadership of Adult Education.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1955.

Fox, Esther. "Considerations in Constructing A Basic Reading Program for Functionally Illiterate Adults," *Adult Leadership,* vol. 13, #1, May, 1964.

How Adults Can Learn Faster. Washington, D. C.: The National Association of Public School Adult Education, 1964.

Hunsaker, Herbert C. and Pierce, Richard, editors. *Creating A Climate for Adult Learning.* Washington, D. C.: Adult Education Association, 1959.

Knowles, Malcolm. *The Adult Education Movement in the United States.* New York: Holt, Rinehart and Winston, Inc., 1964.

Lorge, Irving, and others. *Psychology of Adults.* Washington, D. C.: The Adult Education Association of the U.S.A., 1964.

The Handbook of Adult Education in the United States. Washington, D. C.: The Adult Education Association of the U.S.A., 1960.

Verner, Coolie. *Adult Education Theory and Method.* Washington, D. C.: The Adult Education Association of the U.S.A., 1962.

When You're Teaching Adults. Washington, D. C.: The National Association of Public School Adult Education, 1961.

Reading and Writing

Betts, Emmet A. *Foundations of Reading Instructions.* New York: American Book Co., rev. 1954.

Brice, Edward, Minnis, Roy, and Henderson, Ellen. *Teaching Adults the Literacy Skills.* Washington, D. C.: General Federation of Women's Clubs, 1962.

Cass, Angelica W. "Fundamental and Literacy Education for Native and Foreign Born Adults," *Handbook of Adult Education.* Washington, D. C.: Adult Education Association of the U.S.A., 1960. Pp. 455-566.

Cass, Angelica W. and Crabtree, Arthur P. *Adult Elementary Education.* New York: Noble and Noble, 1956.

Dolch, E. W. *Teaching Primary Reading.* Champaign, Illinois: Garrard Press, 1960.

Downing, John A. *The Initial Teaching Alphabet Explained and Illustrated.* New York: The Macmillan Co., 1963.

Durkin, Dolores. *Phonics and the Teaching of Reading.* New York: Bureau of Publications, Teachers College, Columbia University, 1962.

Durrell, D. D. *Improvement of Basic Reading Abilities.* New York: World Book Co., rev. 1956.

Fries, Charles. *Linguistics and Reading.* New York: Holt, Rinehart and Winston, 1963.

Gray, William S. *Preliminary Survey on Methods of Teaching Reading and Writing* (*Part II, Summary of Suggested Practices*). Paris: UNESCO, 2nd printing, 1961.

———. *The Teaching of Reading and Writing* (Monographs on Fundamental Education), Chicago: UNESCO-Scott, Foresman and Co., 1961.

Harris, Albert J. *How to Increase Reading Ability.* New York: Longmans, Green, 1961.

———, editor. *Readings on Reading Instructions.* New York: David McKay, 1963.

Laubach, Frank C. and Robert S. *Toward World Literacy*. Syracuse: Syracuse University Press, 1960.

New York City. *Reading Goals: Improvement in Reading*. Board of Education.

———. *Teaching 600,000 "Johnnys" to Read*, Vols. I and II. Board of Education, 1963.

———. *Sequential Levels of Reading Growth*. Board of Education, 1963.

———. *Teaching Spelling – Course of Study and Manual*. Board of Education, rev. 1963.

Roswell, Florence and Natchez, Gladys. *Reading Disability: Diagnosis and Treatment*. New York: Basic Books, Inc., 1964.

Smith, Edwin H. and Marie P. *Teaching Reading to Adults*. Washington, D. C.: The National Association of Public School Adult Education, 1962.

Strange, R., McCullough, C., and Traxler, A. *Problems in the Improvement of Reading*. New York: McGraw-Hill Book Co., 1955.

Teaching Adults to Read. Flint, Michigan: Mott Adult Reading Center, 1961.

Teaching Reading to Adults. Washington, D. C.: The National Association of Public School Adult Education, 1962.

Umans, Shelly. *New Trends in Reading Instruction*. New York: Bureau of Publications, Teachers College, Columbia University, 1963.

United States Office of Health, Education and Welfare. *Job Opportunity Program*. Washington, D. C.: U. S. Government Printing Office, 1964.

Ward, Betty and Brice, Edward W. *Literacy and Basic Elementary Education for Adults*. (a bibliography). Washington, D. C.: U. S. Office of Education, 1961.

Yoakum, Gerald A. *Basal Reading Instruction*. New York: McGraw-Hill, Inc., 1955.

Arithmetic

Betts, Charles. "The Abacus – A Tool in Arithmetic," *Teaching Tools*. 4:192-3, 1956.

Bruecker, L. J. and Grossnickle, F. E. *Making Arithmetic Meaningful*. Chicago: The John C. Winston Co., 1953.

Dumas, Enoch. *Arithmetic Games*. San Francisco: Fearon Publishers (2450 Fulmore St.), 1960.

Eads, Laura K. and Clark, John L. *Guiding Arithmetic Learning*. New York: Harcourt Brace and Co., 1954.

Morton, Rovert L. with Wilburn, Banks D. *Measuring Power in Arithmetic*. Morristown, New Jersey: Silver Burdett Company, 1954.

New York City Board of Education. *Grade Guides*. New York: The Board, 1961-62 Series.

New York City Board of Education. *Mathematics: Grades K-6, Summary of Scope and Sequence*. New York: The Board, 1964.

Social Studies

National Council for the Social Studies. *New Viewpoints in Geography*. Washington, D. C.: The Council, 1959.

New York City. *Grade Guide: 3-4*. Curriculum Bulletin No. 8, 1961-62 Series. Board of Education.

———. *Grade Guide: 5-6*. Curriculum Bulletin No. 9, 1961-62 Series. Board of Education.

———. *Operation New York*. Curriculum Research Report. Board of Education, 1960.

———. *Puerto Rican Profiles*. Curriculum Bulletin No. 5, 1964-65 Series. Board of Education.

———. *The Negro in American History*. Curriculum Bulletin No. 4, 1964-65 Series. Board of Education.

Science

Blough, Glen O. and Schwartz, Julius. *Elementary School Science and How to Teach It*. New York: Holt, Rinehart and Winston, 1964. (The "A" chapters in parts II, III, and IV.)

New York City. *Science: Grades K-6*. Curriculum Bulletin No. 2, 1958-59 Series. Board of Education.

a. *Magnetism and Electricity*
b. *Earth in Space*
c. *Living Things*
d. *Sound and Light in Communication*
e. *Weather*
f. *Motion and Force in Transportation*

———. *Grade Guide: 3-4*. Curriculum Bulletin No. 8, 1961-62 Series. Board of Education.

———. *Grade Guide: 5-6*. Curriculum Bulletin No. 9, 1961-62. Board of Education.

Handwriting

New York City. *Teaching Handwriting*. Curriculum Bulletin No. 3, 1960-61 Series. Board of Education.

Reading Tests

California Reading Test, (Lower Intermediate Level). California Test Bureau. Delmonte Research Park, 1963.

Gates Reading Survey for Beginners. New York: Bureau of Publications, Teachers College, 1958.

Metropolitan Achievement Tests (Grades 7-9). New York: World Book Co., 1958.

Minimum Competence Test in Reading (Level II, Experimental Edition). New York State Education Department. Albany: The University of the State of New York, 19.....

Stanford Achievement Tests (Grades 7-9). New York: Harcourt, Brace and World, 1964.

Periodicals

Adult Education (quarterly). The Adult Education Association of the U.S.A. Washington, D. C.

Adult Leadership (monthly). The Adult Education Association of the U.S.A. Washington, D. C.

Fundamental and Adult Education (quarterly). UNESCO, obtained through The Adult Education Association of the U.S.A. Chicago, Illinois.

Swap Shop (quarterly, primarily for administrators). National Association of Public School Adult Education. Washington, D. C.

Techniques (monthly). National Association of Public School Adult Education. Washington, D. C.

Audio-Visual Materials*

Source Lists

Approved Films on Food and Nutrition. Health Council of Greater New York, 257 Fourth Avenue, New York 10, New York.

Educator's Guide to Free Films, compiled and edited by Mary F. Horkheimer and John W. Differ. Annual editions. Educators Progress Service, Randolph, Wisconsin.

---

* For other uses and sources of audio-visual materials, see suggestions in, *Teaching English as a New Language to Adults* (Curriculum Bulletin No. 5, 1963-64 Series; Board of Education, N. Y.).

Educator's Guide to Free Filmstrips, compiled and edited by Mary F. Horkheimer and John W. Differ. Annual editions. Educators Progress Service, Randolph, Wisconsin.

Educator's Guide to Free Science Materials, by Mary H. Saterstrom and John W. Rener. Educators Progress Service, Randolph, Wisconsin. Revised annually.

Educator's Guide to Free Tapes, Scripts, and Transcriptions, compiled and edited by Walter A. Wittich and Gertie H. Halsted. Annual editions. Educators Progress Service, Randolph, Wisconsin.

Free and Inexpensive Learning Materials. Division of Surveys and Field Services, George Peabody College for Teachers, Nashville, Tennessee.

Guide to Films on Human Relations. Department of Audio-Visual Instruction, National Education Association, 1201 16 Street N.W., Washington, D. C.

Guides to Newer Educational Media, compiled by Margaret I. Rufsvold and Caroline Guss, American Library Association. Annual editions available from United States Department of Health, Education and Welfare, Washington, D. C.

Listing of Educational Recordings and Filmstrips for More Effective Learning. Educational Services, 1730 Eye Street N.W., Washington, D. C.

National Directory of Safety Films. National Safety Council, 425 N. Michigan Avenue, Chicago, Illinois.

Sources of Free and Inexpensive Educational Materials. Field Enterprises, Educational Corporation, Merchandise Mart Plaza, Chicago 54, Illinois.

State of New York 1962 Supplement to Film Library Catalogue. Department of Commerce, Albany 7, New York.

Using Visual Aids, compiled and edited by Gladys Alesi. American Immigration and Citizenship Conference, 509 Madison Avenue, New York.

U.S. Government Films for Public Educational Use. United States Department of Health, Education and Welfare, Office of Education, Washington 25, D. C.

Lending Services (Films, filmstrips, slides, tapes, exhibits)

Bureau of Audio-Visual Instruction, 131 Livingston Street, Brooklyn, N. Y. 11201

Donnell Branch of the N. Y. Public Library, N. Y.

Brooklyn Public Library, Brooklyn, N. Y.

Society for French American Cultural Services and Educational Aids, 972 Fifth Avenue, New York.

New York State Department of Commerce, Albany, N. Y.

Aids for Specific Areas

READING

FILMSTRIPS AND STUDY GUIDES

Controlled Reader. (Sets E, F, GH, and HG) Educational Developmental Laboratories, Inc., Huntington, New York. 1963.
(The printed version of these filmstrips, *Study Guides,* has good related questions and exercises and study cards which may be used by several classes. Intended for grade levels 5 through 8.)

Know Your Community. Stanley Bowmar Co., Valhalla, New York.

Street Signs of New York City. Educational Services, 1730 Eye St., N.W., Washington 6, D. C.

WORD GAMES

Follett Primary Kit Key Cards. Follett Publishing Co., Chicago, Illinois.

Phonic Word Drill Cards and *Rainbow Word Builders.* Kenworthy Educational Services, Inc., 45 North Division St., Buffalo, New York.

Phonic Key Cards. McCormick, Mathers Publishing Co., Springfield, Mass.

Picture and Word Matching Cards #1. Milton Bradley Co., Springfield, Mass.

Self-Teaching Vocabulary Units. Plymouth Press, Educational Publishers, Chicago, Illinois.

Picto-Word Flash Cards. F. A. Owens Publishing Co., Dansville, New York.

WRITING

TRANSPARENCIES (for projection of student letters, typical errors, etc., with overhead projector)
Charles Buseler Co., East Orange, New Jersey.
Eastman Kodak Co., Rochester, New York.
Ozalid Co., Johnson City, New York.
Technifax Corp., Holyoke, Massachusetts.

ARITHMETIC

Using and Writing Numbers (filmstrip on decimals and measurements). Society for Visual Education, Inc., 1345 West Diversey Pkwy., Chicago 1, Illinois.

Making Change for a Dollar, and *What Time Is It?* (films). Coronet Instructional Films, 65 E. South Water St., Chicago 1, Illinois.

Income Tax Kit. Bureau of Internal Revenue (collector's office in each borough).

SOCIAL STUDIES (including Daily Living)

Adventures in Negro History (recording, free). Pepsi Cola Co., 500 Park Avenue, New York, N. Y.

FILMS

Flatboatmen of the Frontier, Abraham Lincoln, It Takes Everybody to Build This Land. Encyclopedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois.

Choosing Clothes for Health. Coronet Instructional Films, 65 E. South Water St., Chicago 1, Illinois.

FILMSTRIPS

Celebrating Columbus Day, Thanksgiving Day, etc. Curriculum Films, Inc., 10 East 40 Street, New York 16, N. Y.

Clothing and Shelter. Encyclopedia Britannica Films.

Good Health and You. Eye Gate House, 146-01 Archer Avenue, Jamaica 35, N. Y.

Great Events in America's History. Enrichment Materials, Inc., 246 Fifth Avenue, New York, N. Y.

POSTERS

Dental health: International Apple Association, Inc., 1302 18 Street N.W., Washington, D. C.

Foreign lands: Information agencies of the foreign consulates.

Milk and health:

Borden Co., 350 Madison Avenue, New York 17, N. Y.

Carnation Company, 3045 Wilshire Boulevard, Los Angeles 35, California.

Evaporated Milk Association, 228 N. LaSalle St., Chicago 1, Illinois.

PICTORIAL PACKETS

Pictures that Teach and *Choosing a President*. Silver Burdett Company, Morristown, New Jersey.

SCIENCE

FILMS (approx. time – 10 min.)

Mr. Bell, Approaching the Speed of Sound, Our Friend the Atom, Molecules to Missiles, Adventures in Science, Our Mr. Sun, Search into Space, Reaching for the Stars. See Educators Guide to Free Films and Educators Guide to Free Science Materials.

Our Weather and *Atmosphere and Its Circulation.* Encyclopedia Britannica Films.

Great Minds. Coronet Instructional Films.

FILMSTRIPS

Climate and Weather. Eye Gate House.

Science, Technology, and Society. See Educators Guide to Free Science Materials.

JOB ORIENTATION

FILMS (These are oriented toward interests of young people but may be selectively used in adult education programs.)

Choosing Your Occupation, Finding the Right Job, How to Keep a Job, You and Your Work. Coronet Instructional Films.

Finding Your Life Work. Mahnke Vocational Guidance Films.

FILMSTRIP

Getting a Job and Keeping It. McGraw-Hill, 330 West 42 Street, New York, N. Y.